DOCUMENT RESUME

ED 112 135 CE 004 921

AUTHOR	Bulcock, Jeffrey W.; And Others
TITLE	The Elm Study: A Statistical Description of the University and Labour Market Linkages of Three Cohorts of Memorial University of Newfoundland Graduates.
INSTITUTION	Memorial Univ., St. John's (Newfoundland). Faculty of Education.
PUB DATE	Jan 73
NOTE	149p.
EDRS PRICE	MF-$0.76 HC-$6.97 Plus Postage
DESCRIPTORS	Attitudes; *College Graduates; Data Collection; *Employment Experience; *Graduate Surveys; Higher Education; Participant Characteristics; Questionnaires; *Relevance (Education); *Tables (Data)
IDENTIFIERS	Newfoundland

ABSTRACT

The document presents tabulations of data obtained by means of a 14-page questionnaire mailed to a random sample of 1960, 1965, and 1970 Memorial University of Newfoundland graduates, in 1972. Five hundred usable returns were obtained out of a potential 950, and information on biographic and demographic characteristics, career development, professional attitudes, and evaluation of the university and education was obtained. By using comparisons between the three cohort groups, answers to specific practical questions can be obtained regarding relevance of education to occupation, areas of educational irrelevance, difficulty of obtaining jobs upon graduation, financial support for degree training, job seeking patterns, and attitudes and values regarding educational, political, and social issues. Future use of the data in terms of analysis is planned and will include multivariate model building efforts to identify sociological and social psychological processes of the questionnaire population. Sampling design, research procedure, and findings are discussed and a reference list is provided. The questionnaire, followup letters sent, and 36 tables of data without verbal commentary are appended and make up the bulk of the document. (LH)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED112135

SEP 10 1975

THE ELM STUDY

A Statistical Description of the University and Labour Market Linkages of Three Cohorts of Memorial University of Newfoundland Graduates

A Report
Sponsored by the Office of the Vice-President (Academic)
Memorial University of Newfoundland, St. John's

by

Jeffrey W. Bulcock
Wayne Mercer
Bernadette B. Quinlan
Mary Sullivan

A
Faculty of Education
Memorial University of Newfoundland
Research Report
January 1973

CE004921

TABLE OF CONTENTS

Heading — **Page**

I. Introduction 1

II. Sampling Design 4

III. Research Procedures 5

IV. Findings 8

- A. Demographic and Background Characteristics
  - 1. Age Distribution
  - 2. Sex
  - 3. Province of Birth
  - 4. Country of Birth
  - 5. Citizenship
  - 6. Present Occupation
  - 7. Father's Occupation
  - 8. Spouse's Educational Attainment
  - 9. Father's Educational Attainment
  - 10. Mother's Educational Attainment
  - 11. Religion
  - 12. Religious Conservatism and Religiosity
  - 13. Marital Status
  - 14. Children
  - 15. Size, Community of Origin
  - 16. Size, Community of Residence
  - 17. Languages
  - 18. Type of High School Attended
- B. University Backgrounds of Respondents
  - 1. Motives for Attending University
  - 2. Faculty or School
  - 3. M.U.N. Degree Held.
  - 4. Degree from other Universities
  - 5. Degree Working For
  - 6. Current Registration Status
  - 7. Age at Graduation
  - 8. Years Elapsing Between Entering University and University Graduation
  - 9. Years in Full-Time M.U.N. Attendance
  - 10. Student Registration Status
  - 11. Academic Self Ratings
    - (i) Degree Standing
    - (ii) Self Ratings in Faculty
    - (iii) Self Ratings in University
- C. Patterns of University Experience
  - 1. Undergraduate Major
  - 2. Undergraduate Degree
  - 3. Major Field Change
  - 4. Reasons for Major Field Change
  - 5. Degree Change
  - 6. Reasons for Degree Change
  - 7. If M.U.N. Education Were Repeated
  - 8. Selected Undergraduate Experiences

D. Institutional Evaluation
   1. Satisfaction with Degree Choice
   2. General Satisfaction
   3. M.U.N. Satisfaction
   4. Educational Satisfaction
   5. Educational Ratings
E. Assessments of Aspects of the M.U.N. Environment
   1. University Size
   2. Departmental Size
   3. Student Influence on M.U.N. Policies
   4. Student Influence on Departmental Policies
   5. Administration of Major Field Department
   6. University Administration and Board of Regents
   7. Campus Regulations and Student Rules
   8. Selected University Resources
   9. Academic Standards
F. Miscellaneous Attitudes Toward the University, the Curriculum, the Faculty, and Institutional Change
   1. Attitudes Toward the University
   2. Role of the Faculty
      (i) First in Importance
      (ii) Second in Importance
      (iii) Third in Importance
G. Satisfaction with Selected University Outcomes
H. Importance of Selected M.U.N. Academic Areas
I. Academic Freedom
J. Participation of Students in University Decision-Making
K. Attitudes Toward Student Demonstrations
L. Sanctions for Violation of Selected Student Regulations
M. Political Orientations
M. Costs of University Attendance
O. Preferences in Student Housing
P. Work Attitudes and Orientations
   1. Primary Work Orientations
   2. Material Orientations
   3. Subjective Achievement Satisfactions
   4. Job Satisfaction
Q. Careers and Employment Patterns
   1. Expected Long-Run Careers
   2. Careers Most Preferred
   3. Employment Patterns
R. Methods of Obtaining Employment
   1. Methods Used in Obtaining First Job
   2. The Successful First Job Method
   3. Preferred Method of Obtaining Employment
S. Incomes
   1. Starting Incomes
   2. Present Incomes
T. Unemployment Experiences
   1. Following Graduation
   2. First Period
   3. Second Period
   4. Length of Subsequent Periods of Unemployment
   5. Search Behaviour
   6. Occupational Stability

U. Selected Professional Attitudes Regarding Strikes, Unions etc.
V. Selected Post-University Experiences
W. Attitudes Toward Selected Current Issues

V. References 10

VI. Appendix A: Graduates Questionnaire 11

VII. Appendix B: Follow-Up Letters 40

VIII, Appendix C: Tables 47

LIST OF TABLES

Table — Page

1. Demographic and Background Characteristics of M.U.N. Graduates 1972 — 48
2. Motives for Attending University — 57
3. University Backgrounds of M.U.N. Graduates 1972 — 58
4. Academic Self-Ratings — 64
5. Patterns of University Experience — 65
6. Selected Undergraduate Experiences — 73
7. Institutional Evaluation — 76
8. Assessment of Institutional Size and Growth — 79
9. Student Influence on M.U.N. Policy Making — 80
10. Assessment of M.U.N. Administration and Campus Regulations — 81
11. Assessment of Selected University Resources — 83
12. Assessment of Academic Standards — 84
13. Miscellaneous Attitudes Toward the M.U.N. Environment: Courses, Profs, and Institutional Change — 85
14. The Role of Faculty: The Preferences of M.U.N. Graduates — 91
15. Satisfaction with Selected University Outcomes — 93
16. Importance of Selected Academic Pursuits — 94
17. Academic Freedom — 95
18. Participation of Students in University Decision-Making — 96
19. Attitudes Toward Student Demonstrations — 98
20. Sanctions for the Violation of Selected Student Regulations — 101
21. Political Orientations — 103

22. Costs of University Attendance 106

23. Preferences in Student Housing 112

24. Primary Work Orientations 113

25. Material Orientations 114

26. Subjective Achievement Satisfaction 116

27. Job Satisfaction 118

28. Expected Long-Run Careers 119

29. Careers Most Preferred 121

30. Employment Patterns 123

31. Methods of Obtaining Employment 128

32. Incomes of M.U.N. Graduates 131

33. Unemployment Patterns 132

34. Selected Professional Attitudes: Strikes, Professional Organizations etc. 135

35. Some Post-Graduation Experiences 137

36. National Values and Attitudes Toward Some Current Issues: 1972 139

7

I. INTRODUCTION[1]

In May 1972 the Office of the Vice-President (Academic), Memorial University of Newfoundland, financed a survey of three cohorts of graduates - for the years 1960, 1965, and 1970. The project was carried out under the auspices of the Department of Educational Foundations at Memorial University. An omnibus questionnaire was designed by the research team to meet the need for a variety of information which could be used for research purposes. The sampling design used provides normative data for the M.U.N. graduates in the 1960, 1965, 1970 graduating classes. This report deals with the first of a series of projected studies: namely, the basic tabulations for the three subsamples.

Descriptive studies of University alumni are neither new, nor uncommon. A number of studies in this area have had the virtue of being both large in size and comprehensive in scope. For example, Davis (1964, 1965) has studied the career decisions and graduate school plans of a large sample (N = 33,982) of the 1961 graduating class from 135 U.S. colleges and universities. Spaeth and Greeley (1970) have recently completed a study based upon a 30 per cent subsample of the fourth wave of respondents to the Davis sample of 1961. The National Science Foundation has sponsored longitudinal studies of U.S. university graduates (Sharp 1970; Bureau of Social Science Research 1963). In Canada, Harvey (1971) has conducted enquiries into the employment of arts and science graduates in Ontario for the Commission on Post-Secondary Education. The importance of Harvey's research is that it goes beyond the merely statistical description characteristic of the government reports on the supply and demand for graduates (Canada Department of Manpower and Immigration 1970; Ahamad 1969; Meltz and Penz 1968; Watson and Butorac 1968) through attempts to analyze the social factors accounting for differential occupational opportunities for graduates and through efforts to examine the mechanisms of resource distribution that intervene between university graduation and labour market entrance.

---

[1] This report is published by the Faculty of Education, Memorial University. The research was conducted under the auspices of the Department of Educational Foundations. Funds were provided by a research grant from the Office of the Vice-President (Academic) and a supplementary grant from the Faculty of Education. The co-operation of the Vice-President (Academic) and the M.U.N. Alumni Association is gratefully acknowledged. Co-ordination of the entire project was handled by Jeffrey W. Bulcock, Assistant Professor, Department of Educational Foundations. Wayne Mercer and Mary Sullivan, Research Assistants in the Department of Educational Foundations, were largely responsible for gathering the data. Bernadette Quinlan, Research Assistant in the later phases of the research, coded the questionnaires, assisted in the programming and data analysis, and with Helen Mean did most of the statistical tabulations for this report. The assistance and support of the following persons is acknowledged: Mr. M.O. Morgan, Vice-President (Academic); Mr. Robert J. Kelly, President Alumni Association, Memorial University; Mr. D.J. Corbett, Public Relations and Alumni Affairs; Dr. G.A. Hickman, Dean, Faculty of Education; Professor W.G. Rowe, Associate Dean, Faculty of Education; Dr. W.J. Gushue, Chairman, Department of Educational Foundations; Dr. G. Murphy, Chairman, Department of Curriculum and Instruction; Dr. G.A. Cooper, Associate Professor, Department of Educational Foundations; Mr. Michael Haire, Director, Motor Vehicle Division, Department of Highways; Mr. C. Roebothan, Deputy Minister of Education; Mr. Frank Furey, Registrar of Teachers; and Mr. Maurice Burke, Department of Education. The authors acknowledge the special assistance of Mrs. Vera Edgecombe, Office of the Department of Educational Foundations on numerous occasions.

Though Harvey's research is the first of its kind in Canada there are several parallel U.S. studies. (Berg 1970; Folger, et. al. 1970; Sharp 1970; Harris 1949; Spaeth and Miller, 1965; Spaeth 1970). We would claim that the present study is a continuation and extension of the Harvey research, though the present report is only a description of the basic findings. It is intended that the data on which this normative report is based will be used for a series of analytical research reports. Thus, it is anticipated that later studies will include multivariate model building efforts to identify the sociological and social psychological processes underlying such outcomes as the perceived relevance of a M.U.N. degree, occupational achievement status of M.U.N. graduates, university satisfaction, and the out-of-Province migration of M.U.N. graduates.

Research of this kind also has a more practical aspect which is partially met by the uninterpreted data presented in this report. For example, in the late 60's in some parts of Canada it became apparent that an increased supply of university graduates faced a saturated job market. Media messages - especially newspaper and magazine reports - seem to have confirmed these trends in the early 70's. In certain fields such as education, engineering, earth science, biology, and university teaching, the supply of qualified manpower seems to be excessive in relation to available openings.

Obvious questions arise. To what extent is the job market for university graduates in Newfoundland saturated? Are recent graduates finding it more difficult to find preferred employment than the graduates of five or ten years ago? If there is growing discontinuity between educational outcomes and labour market inputs, will it affect traditional utopian images of the University? Will lack of congruence between university graduation and labour market linkages affect confidence in the value of a university education? What effect will discontinuity have on such university fields as arts and "pure" science which lack labour market analogues? Is there a tendency for arts and science departments to become the sifting and sorting mechanisms for the more applied, professions-related university faculties and schools? Are the universities creating a university educated proletariat?

The advantage of a synthetic cohort design is that comparisons can be made between the cohorts. Thus, answers to specific practical questions can be obtained. The data in this report go some way to answering such questions as:

1. Do recent graduates find their education less relevant to their occupation than their earlier counterparts?
2. In which fields do recent graduates find their education less relevant?
3. Do recent graduates experience more difficulty in obtaining jobs after graduation?
4. Are there differences in the patterns of financial support for degree training?
5. Are there differences in the job seeking patterns of M.U.N. graduates?
6. Which job seeking methods are preferred?
7. Are there significant differences in the attitudes and values of recent M.U.N. graduates compared to those of five or ten years ago on a wide range of educationally relevant questions? For example: educational opportunity, academic freedom, student participation in university government, student protest, grading practices, liberal versusprofessional education, academic standards, university size, Canadianization of the university, admissions criteria, student rules, the M.U.N. intellectual climate, and respect for the academic profession.
8. Are there denotable differences in political attitudes and values between the cohorts; especially on such matters as: unionization, drug usage, the monarchy, an independent Canada, social change, violence, and political involvement?

A final report on the education and labour market linkages in the Province of Newfoundland will incorporate the major analytical components of subsequent research reports.

The data were collected by means of a fourteen page questionnaire mailed to a random sample of 1960, 1965, and 1970 M.U.N. graduates. The survey instrument (see Appendix A) was designed to elicit a wide range of information on biographic and demographic characteristics, career development, and professional attitudes. An attempt was made to obtain an ex-post-facto evaluation of M.U.N. by its graduates, as well as an effort to gauge the attitudes of graduates toward a wide range of university related matters. The returns as far as we know are representative of the three cohorts of graduates but for reasons presented below caution has to be exercised in interpreting the percentage distributions.

II. SAMPLING DESIGN

In May 1972 the senior author and two assistants - coauthors, Mary Sullivan and Wayne Mercer - began the task of designing a questionnaire, identifying the respondents and tracing their whereabouts. We decided to select a three in four random sample of 1960, 1965 and 1970 M.U.N. graduates. The universe consisted of all M.U.N. graduates; the population, all the 1960, 1965 and 1970 graduates. These graduates were distributed as follows:

A. Population

Year of M.U.N. graduation	Total
1960 graduates	105
1965 graduates	220
1970 graduates	995
Total population	1,320

(Data source: Office of Registrar, M.U.N.)

The invited sample was selected through the use of a random number table. Each subsample or cohort was separately selected. Thus the total sample consisted of three 75 per cent probability samples, each independently selected, distributed as follows:

B. Invited Sample

Sample	Total
1960 graduates	79
1965 graduates	165
1970 graduates	746
Total invited sample	990

In July 1972 a letter was mailed to each of the invited sample members soliciting their co-operation in the study.[2] Fourteen letters could not be mailed because after the tracing procedures were concluded recent or past addresses were not available. In these instances alternates were randomly selected from the respective cohorts. Forty invited respondents returned an enclosed post card indicating a refusal to participate[3] This reduced the sample to 950, prior to the mailing of the questionnaires.

Questionnaires were mailed to 950 respondents in August 1972. Approximately three weeks later a follow-up reminder postcard was sent to those who did not respond on the first wave.[4] Some two weeks later a follow-up letter from the Vice-President (Academic) was mailed to the outstanding respondents along with an additional copy of the questionnaire[5] A second post card reminder - the third follow-up - was forwarded as a last ditch effort to solicit responses. Usable returns were obtained from 500 respondents (53 per cent).

---

[2] Item 2, Appendix B.
[3] Item 1, Appendix B
[4] Item 3, Appendix B
[5] Item 4, Appendix B

III. RESEARCH PROCEDURES

The first problem encountered was that of tracing the 990 members of the invited sample. Permission was obtained to use the records of the M.U.N. Alumni office, but two difficulties were encountered using the Alumni address file. First, not all the Alumni addresses were listed; secondly, not all addresses listed were recent.

The second step in the trace procedure was to obtain access to the files in the Registrar's Office. Oaths of secrecy were administered to the research team members. These records were of some assistance in the further refinement of our address list but, again, not all records were accurate. This was especially the case for students who had come to M.U.N. from the "outports". In the absence of a respondent's recent address the decision was made to forward questionnaires to his old "home" address.

The third step in the trace procedure was to obtain access to the records of the Motor Vehicle Registration Division, Department of Highways, Government of Newfoundland and Labrador. Those graduates, still in Newfoundland, with driver's licenses, would have their current addresses listed in these Government records. Since there are many Newfoundlanders with the same common and proper names the precaution was taken of obtaining the year and date of birth of the outstanding graduates in order that the most accurate match could be made with motor vehicle registration records.

The third procedure was the most successful and contributed significantly in updating old addresses and filling-in address blanks. The graduates still outstanding by this time were non-automobile owners or out-of-Province graduates. There was also a tendency for married women graduates to be underrepresented. The fourth stage in the tracing procedure assisted in offsetting the underrepresentation of women graduates. Permission was obtained to gain access to the "alpha-listing" of the Department of Education. These records contained the names of every teacher who had been teaching in Newfoundland in the 1971-72 school year. Since the names of the education graduates were known the alpha listing enabled us to obtain the current mailing addresses of most education graduates.

The outstanding graduates at the completion of stage four were likely to have one or more of the following attributes: female, married subsequent to graduation, out of the Province, and a 1960 graduate. If male they were likely to be 1960 graduates living out of the Province. Since we were most short of the current addresses of 1960 graduates an intensive on-campus search was conducted. The names of the 34 outstanding 1960 graduates were listed and a special request made (see Appendix B) of the 1972 Summer School students to assist us in tracing them. In this way a further 27 current addresses were obtained. By mailing to "old" addresses if necessary, it was possible to "trace" all but fourteen of the 990 respondents. Alternates from the respective cohorts were used to bring the sample up to the 3 in 4 level of 990.

C. Summary of Trace Results

Year of Graduation	Total # Addresses	% of Sample	Attrition
1960	75	95	4
1965	161	98	4
1970	740	99	6
Totals	976	97.3	14

The second problem encountered by the research group was related to the erroneous mailing address. All together, fifty-five questionnaires were returned "address unknown" as follows:

D. Erroneous Mailing Address

Year of Graduation	No. Address Unknown
1960	3
1965	13
1970	39
Total	55

This meant that of the 990 respondents, forty refused to participate and 55 had unknown addresses. Though the intensive trace procedure for the 1960 graduates had "paid-off" it was too time consuming to consider repeating the procedure for the 1965 and 1970 graduates. We had to settle instead for the 895 respondents that could be legitimately contacted. Of this number 500 forwarded useable questionnaires (56 per cent).

E. Data Producing Sample

1 Year of Graduation	2 Invited Sample	3 Data Producing Sample	4 Total Attrition(2-3)
1960	79	43	36 (46%)
1965	165	94	71 (43%)
1970	746	363	383 (51%)
Totals	990	500	490 (49%)

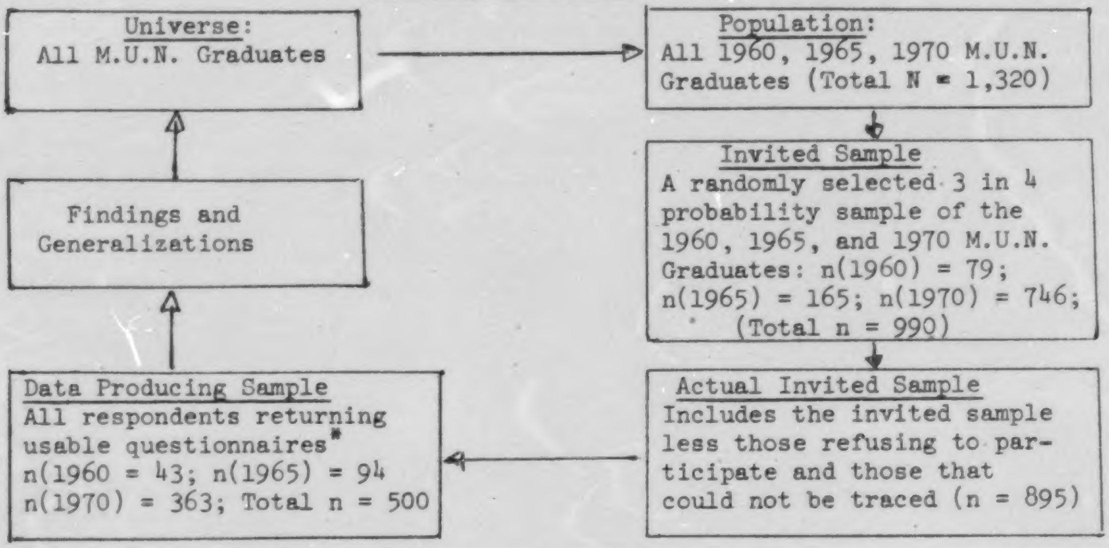
Given the attrition in terms of the data-producing sample, the important question become: How representative is the data producing sample? The usual way of answering this question is through an intensive follow-up of a special sub-sample of the nonrespondents. The follow-up procedures are usually by telephone or personal visit.[5] From such returns the differences, if any, between the survey respondents and the special "nonrespondent" sample can be observed and response bias gauged. If differences at each cohort level between survey respondents and the nonrespondent sample are noted, within cohort weights adjusting for the 3 in 4 sampling of graduates and for the differential response rates in each cohort can be calculated to offset the bias. These weights can then be used in all subsequent processing of subject data records on file.

---

[5] An attempt was made by the senior author to obtain M.U.N. funds for such a telephone follow-up. Three hundred dollars was requested, but no funds were available for this purpose.

Because our resources were not adequate for this purpose we are unable to estimate what the extent of the response bias is in the study. The data, therefore, are unweighted. Sampling experts have not agreed upon a set of rules concerning the relative seriousness of the attrition rates which occur from the accepting to the data-producing sample stage. There is some evidence demonstrating that nonrespondents in general hold different opinions than respondents. For example, those initially responding to mailed questionnaires generally hold different opinions than those who do not respond until later follow-ups. What this means is that if the response rate is low - say, below 70 per cent - that if the response to a particular item is fairly evenly split (e.g. 55 per cent "for" to 45 per cent "against") we can have little confidence in the datum because if a majority of the nonrespondents held to either point of view they could alter the result. Even so, we have no reason to believe that the findings presented in this report are so fragile as to render them unacceptable.

F. The Sampling Cycle


Universe:
All M.U.N. Graduates
Population:
All 1960, 1965, 1970 M.U.N. Graduates (Total N = 1,320)
Invited Sample
A randomly selected 3 in 4 probability sample of the 1960, 1965, and 1970 M.U.N. Graduates: n(1960) = 79; n(1965) = 165; n(1970) = 746; (Total n = 990)
Actual Invited Sample
Includes the invited sample less those refusing to participate and those that could not be traced (n = 895)
Data Producing Sample
All respondents returning usable questionnaires*
n(1960 = 43; n(1965) = 94
n(1970) = 363; Total n = 500
Findings and Generalizations

* Only 2 returned questionnaires were unusable.

IV. THE FINDINGS

The findings are presented in a series of percentage distributions in Tables 1 through 36. These are classified into the following areas:

A. Demographic and Background Characteristics (Table 1).
B. University Backgrounds of Respondents (Tables 2 through 4).
C. Patterns of University Experience (Tables 5 and 6).
D. Institutional Evaluation (Table 7).
E. Assessments of Aspects of the M.U.N. Environment (Tables 8 through 12).
F. Miscellaneous Attitudes Toward the University, the Curriculum, the Faculty, and Institutional Change (Tables 13 and 14).
G. Satisfaction with Selected University Outcomes (Table 15).
H. Importance of Selected M.U.N. Academic Pursuits (Table 16).
I. Academic Freedom (Table 17).
J. Participation of Students in University Decision-Making (Table 18).
K. Attitudes Toward Student Demonstrations (Table 19).
L. Sanctions for Violation of Selected Student REgulations (Table 20).
M. Political Orientations (Table 21).
N. Costs of University Attendance (Table 22).
O. Preferences in Student Housing (Table 23).
P. Work Attitudes and Orientations (Tables 24 through 27).
Q. Careers and Employment Patterns (Tables 28 through 30).
R. Methods of Obtaining Employment (Table 31).
S. Incomes (Table 32).
T. Unemployment Experiences (Table 33).
U. Selected Professional Attitudes: Strikes, Professional Organizations etc. (Table 34).
V. Selected Post-University Experiences (Table 35).
W. Attitudes Toward Selected Current Issue (Table 36).

The tables are presented in this preliminary report without verbal commentary on the assumption that the reader will bring to bear his own interpretative framework. For this reason the report is likely to be of little interest to lay readers.

The percentage distributions have been stratified by year of graduation, sex; and faculty. These are major dimensions accounting for differences in attitudes and orientations of graduates. The dimensions also have some practical justification in that faculties are the major structural units of the university. They have different selectivity and retentivity patterns which partially accounts for their differential environmental impact.

In each table the first set of three columns lists the percentage distributions on the items for the entire sample stratified by sex. The other sets of columns present distributions for the 1960, 1965 and 1970 graduates respectively. The distribution for all the 1960 graduates was left unstratified. The 1965 graduates were subdivided into two sub groups; namely, the arts and science faculty graduates and the education faculty graduates. The 1970 graduates were divided into three groups - (i) Arts and social science, (ii) pure and applied sciences, and (iii) education and other applied fields.

For each item a number of respondents either skipped the question or gave an unreadable response. These "no answer" responses were not reported so that the computations of the percentage distribution are based only on those responding to the item. Each item is percentaged down such that, if there are no "no answer" responses, the sum of all the percentages in each column for each questionnaire item will be 100 per cent. The difference from 100 in each case represents the proportion of "no answer" responses.

G. The Base "n's" of the Stratification Classes

1. All Graduates
   Males = 379
   Females = 121
   Total = 500

2. 1960 Graduates
   Total = 43

3. 1965 Graduates
   Arts and Science = 50
   Education = 41
   Total = 94

4. 1970 Graduates
   Arts and Social Science = 83
   Pure and Applied Sciences = 82
   Education and Applied Fields = 191
   Total = 363

Since the items in the following tables are ordered differently than the items on the questionnaire (Appendix A), the questionnaire item number is shown in parentheses after each tabulated variable. Most tabulations are shown in the same response category breakout as was provided on the original questionnaire form; in a few cases, however, the original categories were collapsed into a smaller number. To save space the questionnaire wording has been contracted for many items on the tables. The complete wording of the item, and all the response options, can be determined by referring to the original questionnaire (Appendix A).

V. REFERENCES

Ahamad, B. A Projection of Manpower Requirements by Occupation in 1975: Canada and Its Regions. Ottawa: Department of Manpower and Immigration, 1969.

Berg, Ivar. Education and Jobs: The Great Training Robbery. New York: Praegar Publishers, 1970.

Bureau of Social Science Research. Two Years After the College Degree: Work and Further Study Patterns. National Science Foundation Report. Washington, D.C.: U.S. Government Printing Office, 1963.

Canada Department of Manpower and Immigration. Supply and Demand 1970: New University Graduates. Ottawa: Queen's Printer, 1970.

Davis, James A. Great Aspirations. Chicago: Aldine, 1964.

Davis, James A. Undergraduate Career Decisions. Chicago: Aldine, 1965.

Folger, J.K., H.S. Astin and A.E. Bayer. Human Resources and Higher Education. New York: Russell Sage Foundation, 1970.

Harris, Seymour. The Market for College Graduates. Cambridge, Mass.: Harvard University Press, 1949.

Harvey, E. Education and Employment of Arts and Science Graduates: The Last Decade in Ontario. Report submitted to the Commission on Post-Secondary Education in Ontario. Toronto: Ontario Institute for Studies in Education, 1971.

Meltz, N.M. and G.P. Penz. Canada's Manpower Requirements in 1970. Ottawa: Department of Manpower and Immigration, 1968.

Sharp, Laure M. Education and Employment. Baltimore: Johns Hopkins Press, 1970.

Spaeth, J.L. "Occupational Attainment Among Male College Graduates." American Journal of Sociology, 75:4, 1970, 632-644.

Spaeth, J.L. and N. Miller. Trends in the Career Plans and Activities of the 1961 College Graduates. Chicago: National Opinion Research Center, 1965.

Spaeth, J.L. and A.M. Greeley. Recent Alumni and High Education: A Survey of College Graduates. New York: McGraw-Hill, 1970.

Watson, Cicely, and J. Butorac. Qualified Manpower in Ontario: 1961-1986. Toronto: Ontario Institute for Studies in Education, 1965.

APPENDIX A

QUESTIONNAIRE

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Dear Alumnus:

Canadian universities are currently undergoing the greatest changes in this century. The extent and rapidity of these changes are causing severe strains and grave problems in the faculties and departments concerned. While the broad outlines of these problems is overcrowded classrooms, rising costs, student discontent, and tightening job markets for graduates there is actually very little detailed information on the form these problems take in particular institutions. Nor do we have firm knowledge of how those most directly interested and involved in some of these problems and issues feel about them.

It is to meet this need for more and better knowledge about how the graduates from Memorial University fare in the labour market that we are supporting this research study. Over the past ten years, educational and employment opportunities in the Province of Newfoundland have been changing. If today's students are to be able to plan ahead with any degree of confidence; if we are to be successful in anticipating future educational needs, it is necessary to keep abreast of what is happening to our University graduates.

The information we are gathering will be of help to the University authorities and other bodies concerned with public policies in this area as well as to research workers who are studying current problems and developments in Canadian higher education. The findings will be presented in reports and research papers. The data we will collect will be available in anonymous form on magnetic tape to bone fide students of higher education.

Though we know the limits of questionnaires and, therefore, have no illusion that even a broad survey of this kind will answer all our questions; nevertheless, the mailed questionnaire survey does provide information that can be obtained in no other way. We know how busy professional people are. We also know that other surveys have made similar demands on your time. But the present survey is unique in its scope and prupose: it is the first to ask similar questions of graduates, students, and faculty in the same institution, and it is the first in Canada to explore a variety of issues in depth which affect one institution. The accuracy of the survey and the worth of its findings are dependent on your willingness to answer our questions. We believe the importance of the study will justify the time you give it.

Two other matters. First, it is necessary to ask detailed questions dealing with educational and occupational experiences, attitudes towards education, and some general background information. We can assure you that your answers will be held in strictest confidence and that procedures have been taken to guarantee this.

Secondly, it is impossible to frame questions all of which are equally relevant to graduates, faculty, and students in many different fields; you may find some which seem inappropriate. We make a special request, therefore, for you to answer all the questions as well as you can. In our analysis we will be able to take into account special circumstances that affect replies to some questions.

We hope you find the questionnaire interesting to answer, and that you will complete and return it to us while you have it at hand.

Thank you for your co-operation.

MOMorgan

M.O. Morgan,
Vice-President (Academic

Robert J. Kelly,
President, Alumni Association

MARKING INSTRUCTIONS

This questionnaire will be read by an automatic scanning device. Certain marking requirements are essential to this process. Your careful observance of these few simple rules will be most appreciated.

Use a black lead pencil.

Make heavy black marks that completely fill the square. Erase completely any answers you wish to change.

Avoid making any stray marks in this booklet.

---

1. **Your sex:**

Male: . . . . ☐ Female: . . . . ☐

2. **What is your marital status?**

Married (once only) . . . . ☐
Married (remarried) . . . . ☐
Legally separated . . . . ☐
Single (never married) . . . . ☐
Single (divorced) . . . . ☐
Single (widowed) . . . . ☐
Religious order . . . . ☐
Annulled . . . . ☐

3. **How many dependent children do you have?**

None . . . . ☐
One . . . . ☐
Two . . . . ☐
Three . . . . ☐
Four or more . . . . ☐

4. **Please indicate which faculty or school you were in when you graduated from M.U.N., and the year (1960, 1965, 1970) in which you had your degree(s) conferred. (Mark the appropriate column)**

$\boxed{1}$ $\boxed{2}$ $\boxed{3}$

1. **1960 graduate.**
2. **1965 graduate.**
3. **1970 graduate.**

	1960	1965	1970
Faculty of Arts and Science	$\boxed{1}$	$\boxed{2}$	$\boxed{3}$
Faculty of Education	$\boxed{1}$	$\boxed{2}$	$\boxed{3}$
Faculty of Graduate Studies	$\boxed{1}$	$\boxed{2}$	$\boxed{3}$
Physical Education	$\boxed{1}$	$\boxed{2}$	$\boxed{3}$
Faculty of Engineering and Applied Science .	$\boxed{1}$	$\boxed{2}$	$\boxed{3}$
Faculty of Medicine	$\boxed{1}$	$\boxed{2}$	$\boxed{3}$
Nursing	$\boxed{1}$	$\boxed{2}$	$\boxed{3}$
None	$\boxed{1}$	$\boxed{2}$	$\boxed{3}$

5. **On the following list of degrees please mark the degree(s), and the appropriate major field associated with that degree, that you obtained from M.U.N. Please indicate the year (1960, 1965, 1970) in which it was (they were) conferred. (Mark the appropriate column)**

1. **1960 graduate.**
2. **1965 graduate.**
3. **1970 graduate.**

	1960	1965	1970
Diploma in Education	1	2	3
Diploma in Engineering	1	2	3
Diploma in Forestry	1	2	3
General degree of Bachelor of Arts:			
(i) Major field – Humanities	1	2	3
(ii) Major field – Social Sciences	1	2	3
General degree of Bachelor of Science:			
(i) Major field – Physical Sciences	1	2	3
(ii) Major field – Biological Sciences	1	2	3
General degree of Bachelor of Commerce	1	2	3
General degree of Bachelor of Nursing	1	2	3
General degree of Bachelor of Social Work	1	2	3
Honours degree of Bachelor of Arts:			
(i) Major field – Humanities	1	2	3
(ii) Major field – Social Sciences	1	2	3
Honours degree of Bachelor of Science.			
(i) Major field – Physical Sciences	1	2	3
(ii) Major field – Biological Sciences	1	2	3
Honours degree of Bachelor of Commerce	1	2	3
Conjoint degrees of Bachelor of Education and Bachelor of Arts	1	2	3
Conjoint degrees [illegible] Bachelor of Education and Bachelor of Science	1	2	3
Conjoint degrees of Bachelor of Education and Bachelor of Physical Education	1	2	3
Bachelor of Arts (Education) – primary education programme	1	2	3
Bachelor of Arts (Education) – elementary education programme	1	2	3
Bachelor of Arts (Education) – high school programme	1	2	3
Conjoint degrees of Bachelor of Arts and Bachelor of Physical Education	1	2	3
Master of Arts:			
(i) Major field – Humanities	1	2	3
(ii) Major field – Social Sciences	1	2	3
Master of Science:			
(i) Major field – Physical Sciences	1	2	3
(ii) Major field – Biological Sciences	1	2	3
Master of Education:			
(i) Educational Administration	1	2	3
Other (please specify) ____________	1	2	3
None	1	2	3

6. On the following list please mark (1) all the degrees you now hold from M.U.N. including those listed in question No. 5; (2) all the degrees you now hold from other universities; (3) all the degrees you are now working for. (Mark the appropriate column)

1. Now hold from M.U.N.
2. Now hold from other universities.
3. Working for.

Undergraduate diploma (no degree)	☐1	☐2	☐3
Undergraduate Bachelors (in Humanities)	☐1	☐2	☐3
Undergraduate Bachelors (in Social Sciences)	☐1	☐2	☐3
Undergraduate Bachelors (in Physical Sciences)	☐1	☐2	☐3
Undergraduate Bachelors (in Biological Sciences)	☐1	☐2	☐3
Undergraduate Bachelors (in Education)	☐1	☐2	☐3
Undergraduate Bachelors (in Social Work)	☐1	☐2	☐3
Undergraduate Bachelors (other fields)	☐1	☐2	☐3
First professional Law degree	☐1	☐2	☐3
First professional Medical degree (i.e. M.D., D.D.S.)	☐1	☐2	☐3
Master of Education degree	☐1	☐2	☐3
Other first professional beyond undergraduate Bachelor's	☐1	☐2	☐3
Master's (except first professional)			
(i) in Humanities	☐1	☐2	☐3
(ii) in Social Sciences	☐1	☐2	☐3
(iii) in Physical Sciences	☐1	☐2	☐3
(iv) in Biological Sciences	☐1	☐2	☐3
Doctor of Arts or equivalent for doctorate degree without dissertation	☐1	☐2	☐3
Ph.D.	☐1	☐2	☐3
Ed.D.	☐1	☐2	☐3
Other doctorate (except first professional)	☐1	☐2	☐3
None	☐1	☐2	☐3

6 a. Are you enrolled as a student during the academic year 1971/72?

Yes, full time ☐
Yes, part time ☐
No, I am not enrolled ☐

7. From the following list mark one subject in each column; mark the most appropriate category, if applicable; where your precise field does not appear, mark the most similar category. (Mark the appropriate column)

1. Intended MUN undergraduate major as first year student.
2. Actual MUN undergraduate major.
3. Intended MUN degree as first year student.
4. Actual MUN degree.

	Major		Degree	
Agriculture and/or Forestry	☐1	☐2	☐3	☐4
Architecture and/or Design	☐1	☐2	☐3	☐4
Biological Sciences	☐1	☐2	☐3	☐4
Business, Commerce and Management	☐1	☐2	☐3	☐4

	Major		Degree	
Education:				
Physical Education	☐1	☐2	☐3	☐4
Primary	☐1	☐2	☐3	☐4
Elementary	☐1	☐2	☐3	☐4
High School	☐1	☐2	☐3	☐4
Counselling and Guidance	☐1	☐2	☐3	☐4
Home Economics	☐1	☐2	☐3	☐4
Educational Administration	☐1	☐2	☐3	☐4
Other Education fields	☐1	☐2	☐3	☐4
Engineering:				
Chemical	☐1	☐2	☐3	☐4
Electrical	☐1	☐2	☐3	☐4
Mechanical	☐1	☐2	☐3	☐4
Other engineering fields	☐1	☐2	☐3	☐4
Fine Arts:				
Art	☐1	☐2	☐3	☐4
Dramatics and Speech	☐1	☐2	☐3	☐4
Music	☐1	☐2	☐3	☐4
Geography	☐1	☐2	☐3	☐4
Health fields:				
Medicine	☐1	☐2	☐3	☐4
Nursing	☐1	☐2	☐3	☐4
Other health fields	☐1	☐2	☐3	☐4
Humanities:				
English Language and Literature	☐1	☐2	☐3	☐4
Foreign Language and Literature:				
French	☐1	☐2	☐3	☐4
German	☐1	☐2	☐3	☐4
Spanish	☐1	☐2	☐3	☐4
Other	☐1	☐2	☐3	☐4
Classics	☐1	☐2	☐3	☐4
Folklore	☐1	☐2	☐3	☐4
History	☐1	☐2	☐3	☐4
Philosophy	☐1	☐2	☐3	☐4
Religion and Theology	☐1	☐2	☐3	☐4
Other Humanities fields	☐1	☐2	☐3	☐4
Journalism	☐1	☐2	☐3	☐4
Law	☐1	☐2	☐3	☐4
Library Science	☐1	☐2	☐3	☐4
Mathematics and Statistics	☐1	☐2	☐3	☐4
Physical Sciences:				
Chemistry	☐1	☐2	☐3	☐4
Earth Sciences (including Geology)	☐1	☐2	☐3	☐4
Physics	☐1	☐2	☐3	☐4
Social Sciences:				
Sociology and Anthropology	☐1	☐2	☐3	☐4
Economics	☐1	☐2	☐3	☐4
Political Science	☐1	☐2	☐3	☐4
Psychology	☐1	☐2	☐3	☐4
Social Work	☐1	☐2	☐3	☐4
All other fields	☐1	☐2	☐3	☐4
None	☐1	☐2	☐3	☐4

8. **Please indicate your agreement or disagreement with each of the following statements as they applied to your undergraduate years at M.U.N.**

1. Strongly agree.
2. Agree with reservation.
3. Disagree with reservation.
1 2 3 4 — **4. Strongly Disagree.**

Most undergraduates were mature enough to be given more responsibilities for their own education.	1	2	3	4
The undergraduate curriculum suffered from the specialization of faculty members	1	2	3	4
As an undergraduate you were basically satisfied with the education you received	1	2	3	4
Most faculty at M.U.N. were strongly interested in the academic problems of undergraduates	1	2	3	4
The university rewarded conformity.	1	2	3	4
The university stifled student creativity.	1	2	3	4
M.U.N. would have been better off with fewer administrators	1	2	3	4
Most rules governing student behaviour at M.U.N. were sensible	1	2	3	4
Campus rules at M.U.N. were administered in a reasonable way	1	2	3	4
M.U.N. was as concerned about students' personal values as it was with their intellectual development	1	2	3	4
Undergraduate education would have been improved at M.U.N. if:				
All courses had been electives	1	2	3	4
Grades had been abolished	1	2	3	4
Course work had been more relevant to contemporary life and problems	1	2	3	4
More attention had been paid to the emotional growth of students	1	2	3	4
Students had been required to spend a year in community work or abroad.	1	2	3	4
Students had been required to spend a year in employment in their field of interest.	1	2	3	4
Colleges and universities had been governed completely by their faculty and students	1	2	3	4
There had been less emphasis on specialized training and more on broad liberal education.	1	2	3	4

9. **How would you rate each of the following at M.U.N.?**

1. Excellent.
2. Good.
3. Fair.
1 2 3 4 — **4. Poor.**

General research resources (e.g., library, labs, computers, space, etc.)	1	2	3	4
Teaching aids and general educational facilities	1	2	3	4

Personal relations among faculty	1	2	3	4
Faculty/student relations	1	2	3	4
Your own university education	1	2	3	4
The academic reputation of your Department at M.U.N.	1	2	3	4
The intellectual environment	1	2	3	4
Teaching load of professors	1	2	3	4
Ratio of teaching faculty to students	1	2	3	4
The administration	1	2	3	4
The effectiveness of your university Board of Regents (the governing body)	1	2	3	4
The main university Library	1	2	3	4

10. **Do you think you would have been more satisfied with a degree from another university?**

Definitely yes . . . . ☐
Probably yes . . . . ☐
Probably no . . . . ☐
Definitely no . . . . ☐

11. **In general, how did you feel about your undergraduate years at M.U.N.?**

It was a good place for me . . . . ☐
It was fairly good for me . . . . ☐
It was not the place for me. . . . . ☐

12. **For each of these areas, should present academic standards at M.U.N. be . . .**

1. **Much higher.**
2. **Somewhat higher.**
3. **Left as they are.**
4. **Somewhat lower.**
5. **Much lower.**

Undergraduate admissions	1	2	3	4	5
Bachelor's degrees	1	2	3	4	5
Graduate admissions	1	2	3	4	5
Grading system	1	2	3	4	5
Scholarship and awards	1	2	3	4	5
Admission to Honours degree programme	1	2	3	4	5

13. (a) **What role do you believe that undergraduates at M.U.N. should play in decisions on the following:**

1. **Control.**
2. **Voting power on committees.**
3. **Formal consultation.**
4. **Informal consultation.**
5. **Little or no role.**

Faculty appointment and promotion	1	2	3	4	5
Undergraduate admissions policy.	1	2	3	4	5

Provision and content of courses	1	2	3	4	5
Student discipline	1	2	3	4	5
Bachelor's degree requirements	1	2	3	4	5
Scholarships and awards	1	2	3	4	5
Grading practices	1	2	3	4	5
Residence regulations	1	2	3	4	5

(b) What role do you believe graduate students at M.U.N. should play in decisions on the following:

Faculty appointment and promotion	1	2	3	4	5
Departmental graduate admissions policy	1	2	3	4	5
Provision and content of graduate courses	1	2	3	4	5
Student discipline	1	2	3	4	5
Advanced degree requirements	1	2	3	4	5
Scholarships and awards	1	2	3	4	5
Grading practices	1	2	3	4	5
Residence regulations	1	2	3	4	5

14. Given the following four possible activities of university professors please mark them in order of importance to you personally. (Mark one in each column)

	1st	2nd	3rd	4th
Provide undergraduates with a broad liberal education	☐	☐	☐	☐
Prepare undergraduates for their chosen occupation	☐	☐	☐	☐
Train graduate or professional students	☐	☐	☐	☐
Engage in research	☐	☐	☐	☐

15. With respect to the student revolt at Sir George Williams University in Montreal, were you in sympathy with:

- The students aims and methods ☐
- Their aims but not their methods ☐
- Neither their aims nor their methods ☐
- I do not know enough about it to judge ☐
- No answer ☐

16. How would you characterize your attitude toward recent student demonstrations in Canada?

- Approved of the demonstrators' aims and methods ☐
- Approved of their aims but not their methods ☐
- Disapproved of their aims ☐
- Uncertain or mixed feelings ☐
- Indifferent ☐

17. Did your department change in size while you were an undergraduate at M.U.N., if so, did it become

- Much larger ☐
- Somewhat larger ☐
- About the same ☐
- Smaller ☐

18. (a) In your graduation year did you regard your department as:

Too big . . . . ☐
About right . . . . ☐
Too small . . . . ☐

(b) In your graduating year did you regard M.U.N. as:

Too big . . . . ☐
About right . . . . ☐
Too small . . . . ☐

19. Did you feel that the administration of your major field department at M.U.N. was:

Very autocratic . . . . ☐
Somewhat autocratic . . . . ☐
Somewhat democratic . . . . ☐
Very democratic . . . . ☐

20. How much opportunity did you feel you had as an undergraduate to influence the policies of (a) your department? (b) M.U.N.?
(Mark one in each column)

	Dept.	MUN
A great deal	☐	☐
Quite a bit	☐	☐
Some	☐	☐
None	☐	☐

21. What do you think of the emergence of student activism in recent years?

Unreservedly approved . . . . ☐
Approve with reservations . . . . ☐
Disapprove with reservations . . . . ☐
Unreservedly disapprove . . . . ☐

22. Please indicate your agreement or disagreement with each of the following statements:

☐1 ☐2 ☐3 ☐4

1. Strongly agree.
2. Agree with reservations.
3. Disagree with reservations.
4. Strongly disagree.

I consider myself an intellectual	☐1	☐2	☐3	☐4
I tend to subordinate all aspects of my life to my work	☐1	☐2	☐3	☐4
My commitments to different aspects of my job are the source of considerable personal strain	☐1	☐2	☐3	☐4
I am in frequent communication with people in my own profession outside the province . .	☐1	☐2	☐3	☐4
Many of the highest-paid persons in my profession get where they are by being "operators" rather than by their competence . .	☐1	☐2	☐3	☐4

Many professors in graduate departments exploit their students to advance their own research	1	2	3	4
Teaching effectiveness, not publications, should be the primary criterion for the promotion of M.U.N. faculty	1	2	3	4
Faculty promotions should be based in part on formal student evaluation of their teacher	1	2	3	4
An instructor at a technical college or vocational college ought to get the same pay as a university professor of equal seniority	1	2	3	4
Opportunities for university education in Newfoundland should be available to all high school graduates who want it	1	2	3	4
M.U.N. should be actively engaged in solving social problems	1	2	3	4
Opportunities for post-secondary education, but excluding the university, should be open to all high school graduates	1	2	3	4
The Board of Regents' only responsibilities should be to raise money and gain community support	1	2	3	4
Collective bargaining by faculty members has no place in university	1	2	3	4
Undergraduates known to use marijuana regularly should be suspended	1	2	3	4
General political activities by students have no place on a college campus	1	2	3	4
Student demonstrations have no place on a college campus	1	2	3	4
Students who disrupt the functioning of the university should be expelled or suspended	1	2	3	4
Most campus demonstrations are created by emotionally disturbed students trying to cause trouble	1	2	3	4
University officials have the right to regulate student behaviour off campus	1	2	3	4
Respect for the academic profession has declined over the past 15 years	1	2	3	4
A student's grades should not be revealed to anyone off campus without his consent	1	2	3	4
Faculty members should be free on campus to advocate violent resistance to public authority	1	2	3	4
Faculty members should be free to present in class any idea that they consider relevant	1	2	3	4
Campus disruptions by militant students are a threat to academic freedom	1	2	3	4
"There is not in Canada . . . any nobility, any government or corporate power structure, any class perpetuated by inherited wealth."	1	2	3	4
Freedom cannot be achieved within the framework of contemporary Canadian society	1	2	3	4

What Canada needs is a complete overhaul and restructuring of its basic institutions	1	2	3	4
Even though institutions have worked well in the past, if they are no longer effective they should be destroyed	1	2	3	4
Radicals of the left are just as much a threat to the rights of the individual as are radicals of the right	1	2	3	4
Competition encourages excellence	1	2	3	4
In Canada today disruption is preferable to dialogue for changing our society	1	2	3	4
Sexual behaviour bound by mutual feelings is of a higher moral order than that based on formal and legal ties	1	2	3	4
The courts constitute the proper vehicles for responsible social change	1	2	3	4
The decline in moral standards is a major problem in Canada today	1	2	3	4
There are too many foreign professors employed in Canadian universities	1	2	3	4
Undergraduate education in Canada suffers from the uncritical takeover of many of the worst features of U.S. higher education	1	2	3	4
It is important to me that university appointments be filled by Canadian citizens	1	2	3	4
The sooner the long post-war era of Canada's economic dependence on the United States draws to a close the better	1	2	3	4
The Government's October 1970 decision to invoke an act which could be used to deprive any citizen of his freedom (the War Measures Act) to deal with the Front de Liberation du Quebec was fully justified	1	2	3	4
The vestiges of monarchical government present in the Canadian constitution have neither relevance nor meaning for Canadians of my generation	1	2	3	4
The wave of economic nationalism in Canada today is particularly inappropriate at a time when many nations are members of common trade and market communities	1	2	3	4
Meaningful social change cannot be achieved through traditional Canadian politics	1	2	3	4
Hippies represent an important criticism of Canadian society	1	2	3	4
Marijuana should be legalized	1	2	3	4
Some form of Communist regime is probably necessary for progress in underdeveloped countries	1	2	3	4
In Canada today there can be no justification for using violence to achieve political goals	1	2	3	4

22. a. How many years elapsed between your commencing a university degree and obtaining your first degree?

3 years or less ☐
4 years ☐
5–7 years ☐
8–10 years ☐
11–15 years ☐
over 15 years ☐

23. How many years did you spend in full time attendance at university beyond first year at Memorial before receiving your M.U.N. degree? (Full-time students only)

One year or less ☐
Two years ☐
Three years ☐
Four years ☐
Five years or more ☐

24. What was the rating of your first M.U.N. degree?

First class ☐
Second class ☐
Third class ☐
Other ☐

25. If you were to start your university training over again, would you still choose the route that led to your M.U.N. degree?

Definitely yes ☐
Probably yes ☐
Probably no ☐
Definitely no ☐

26. If no, would you choose another field

Very close to your own ☐
Not close, but related ☐
Quite different ☐

27. During your years at M.U.N. did you ever consider transferring from the degree program in which you were registered to another degree program either in the same faculty or a different faculty?

Yes, I changed my degree program ☐
I seriously considered changing ☐
I considered changing my degree program, but not seriously ☐
I never considered it ☐

28. If you did not change your M.U.N. degree program, did you change your M.U.N. major field of study?

Yes, I changed my major field of study ☐
I seriously considered changing my major field of study ☐

I considered changing my major field of study, but not seriously . . . . ☐
I never considered it . . . . ☐

29. If you changed either your degree program or your major field while a M.U.N. student please indicate whether any of these reasons contributed to your decision to switch. (Mark all that apply)

1. Definitely yes.
2. Somewhat
3. Definitely no.

	Degree					
Grades were too low	1	2	3	1	2	3
Grades high enough to permit transfer	1	2	3	1	2	3
Dissatisfaction with intended degree or major	1	2	3	1	2	3
Completed requirements to transfer	1	2	3	1	2	3
Found another degree/major more interesting	1	2	3	1	2	3
More job opportunities in the new degree program/major field	1	2	3	1	2	3
Led to occupation with greater prestige	1	2	3	1	2	3
My career interests changed . .	1	2	3	1	2	3
My academic interests changed	1	2	3	1	2	3

30. How did you rate yourself academically among (a) the other students in your faculty, (b) the students in other faculties? (Mark one in each column).

	In my Faculty	In other Faculties
Among the best	☐	☐
Above average	☐	☐
About average	☐	☐
Below average	☐	☐

31. What was your registration status as a M.U.N. undergraduate student? (Mark one square only)

I took all my undergraduate work as a full-time student . . . . . . ☐
I took half or more of my courses as a full-time student . . . . . . ☐
I took half or more of my courses as a part-time student (for example, through summer schools, off-campus credit courses, and correspondence courses) . . . . ☐

32. Estimate as accurately as you can your average percentage grade in your senior (final) year as a M.U.N. student.

80–100 per cent . . . . . . ☐
70–79 per cent . . . . ☐
65–69 per cent . . . . ☐
55 – 64 per cent . . . . . . ☐
50 – 54 per cent . . . . . . ☐
Other. . . . . ☐

33. How satisfied are you with the following aspects of your M.U.N. education?

1. Very satisfied.
2. Satisfied.
3. Dissatisfied.
4. Very dissatisfied.

Ability to write and organize material	1	2	3	4
Ability to express ideas, or present a case verbally	1	2	3	4
Preparation for an occupation	1	2	3	4
General background of liberal education	1	2	3	4
Ability to work on one's own	1	2	3	4
Ability to do original work	1	2	3	4
Preparation in subject specialty	1	2	3	4
Preparation for advanced academic work	1	2	3	4
Ability to make independent judgments	1	2	3	4

34. How important do you think that it is that a student in the field that you were in at M.U.N. get a firm grounding in the following during his undergraduate years? (Mark one in each row)

1. Extremely important.
2. Fairly important.
3. Fairly unimportant.
4. Extremely unimportant.

English	1	2	3	4
Mathematics	1	2	3	4
Physical Science	1	2	3	4
Life Science	1	2	3	4
Social Science	1	2	3	4
The Humanities	1	2	3	4
Art and Music	1	2	3	4
A foreign language	1	2	3	4

35. For each of these statements, indicate whether it was true or false at M.U.N.

1. Almost always true.
2. Usually true.
3. Usually false.
4. Almost always false.

My grades understated the true quality of my work	1	2	3	4
Professors in my major field gave my work the attention it deserved	1	2	3	4
Professors gave my work too much attention	1	2	3	4
I worked hard at my studies	1	2	3	4
I found myself bored in class	1	2	3	4
I really didn't care what grades I obtained	1	2	3	4
It was possible to get good grades without really understanding the material	1	2	3	4

Some forms of cheating were necessary to obtain the grades I wanted	☐1	☐2	☐3	☐4
I think I would have been happier if I had never gone to M.U.N.	☐1	☐2	☐3	☐4
Getting a degree was more important to me than the content of my courses	☐1	☐2	☐3	☐4
Professors tended to reward nonconformity	☐1	☐2	☐3	☐4
The best way to make it was to tell the professors what they wanted to hear	☐1	☐2	☐3	☐4

36. Please mark the extent of your agreement or disagreement with each of the following:

1. Strongly agree.
2. Agree with reservations.
3. Disagree with reservations
4. Strongly disagree

☐1 ☐2 ☐3 ☐4

I went to university in order to:

Satisfy job requirements	☐1	☐2	☐3	☐4
Continue my intellectual growth	☐1	☐2	☐3	☐4
Obtain an occupation with high prestige	☐1	☐2	☐3	☐4
Increase my earning power	☐1	☐2	☐3	☐4
Prepare for an academic career	☐1	☐2	☐3	☐4
Find myself	☐1	☐2	☐3	☐4
Learn to get along with people	☐1	☐2	☐3	☐4
See whether I really liked a particular field of study	☐1	☐2	☐3	☐4
Obtain a well-grounded general education	☐1	☐2	☐3	☐4
Contribute to my ability to change society	☐1	☐2	☐3	☐4
To obtain an occupational training	☐1	☐2	☐3	☐4
Study my field for its intrinsic interest	☐1	☐2	☐3	☐4
Better serve mankind	☐1	☐2	☐3	☐4
Engage in political activities	☐1	☐2	☐3	☐4
Prepare for marriage	☐1	☐2	☐3	☐4
Be with my friends	☐1	☐2	☐3	☐4

37. How adequate were your finances when you were a student to meet your needs?

Very adequate . . . . ☐
Adequate . . . . ☐
Inadequate . . . . ☐
Very inadequate . . . . ☐

38. Apart from room and board, roughly what would you estimate your total educational expenses in your senior year as a M.U.N. student? (Include tutition, registration and other fees, books, lab supplies, etc.)

Less than $250 . . . . ☐
$250–$499. . . . . ☐
$500–$999. . . . . ☐
$1,000–$1,499 . . . . ☐
$1,500 or more . . . . ☐

39. **Which of the following were sources of income for you (i) during your first or freshman year at M.U.N.; (ii) during your final or senior year at M.U.N.? (Please check all that apply).**

1. The primary source of income.
2. A source of income.
3. Not a source of income.

	Freshman			Senior		
Fellowship or scholarship	1	2	3	1	2	3
Teaching or research assistantship	1	2	3	1	2	3
Summer job	1	2	3	1	2	3
Part-time job during university session	1	2	3	1	2	3
Spouse's job	1	2	3	1	2	3
Full-time job while studying	1	2	3	1	2	3
Savings	1	2	3	1	2	3
Investments	1	2	3	1	2	3
Aid from family	1	2	3	1	2	3
Loans from family or friends	1	2	3	1	2	3
Government loans (excluding Canada Student Loan)	1	2	3	1	2	3
Canada Student Loan	1	2	3	1	2	3
Government Salary paid to students	1	2	3	1	2	3
Other	1	2	3	1	2	3

40. **If your educational expenses (not including room and board) at M.U.N. had increased $300, would you have . . . (Mark one for each item).**

A — All of it.
S — Some of it.
N — None of it.

Obtained it from your parents	A	S	N
Earned it during the summer	A	S	N
Had to work (more) during the school year	A	S	N
Borrowed it	A	S	N
Tried to live on less money	A	S	N
Taken less expensive post-secondary education	A	S	N
Obtained more scholarship aid	A	S	N
Quit school	A	S	N

41. **How much were you in debt when you received your M.U.N. degree? (Mark one)**

No debts . . . . ☐
Under $500 . . . . ☐
$500–$999 . . . . ☐
$1,000–$1,499 . . . . ☐
$1,500–$1,999 . . . . ☐
$2,000–$2,499 . . . . ☐
$2,500–$2,999 . . . . ☐
$3,000–$3,999 . . . . ☐
Over $4,000 . . . . ☐

42. **(a) During the academic year at M.U.N. where did you live most of the time?**

(b) Where would you have preferred to live?

	Lived (Mark one)	Preferred (Mark one)
University residence or other university-run housing (e.g. college residence)	☐	☐
A boarding house or rented room	☐	☐
Apartment (not with parents or relatives)	☐	☐
At home with parents	☐	☐
With relatives	☐	☐
Other	☐	☐

43. Which of the following experiences applied to you during your years at M.U.N.? (Mark all that apply).

Elected to student office ☐
Played on a university athletic team ☐
Changed your long term career plans ☐
Flunked a course ☐
Changed major field ☐
Fell in love ☐
Had lead in university play or concert ☐
Wrote article for university paper or magazine ☐
Received treatment in Student Health Centre ☐
Participated in honours programme ☐
Was placed on academic probation (or equivalent) ☐
Voted in student election ☐
Joined a student political club or group ☐
Worked in a university political campaign or election ☐
Was a guest in an instructor's home ☐
Chatted with the University President ☐
Met with the chairman of your major department ☐
Served on a joint student-faculty committee ☐
Took part in a student protest or demonstration ☐
Called an instructor by his first name ☐
Talked with an instructor about personal matters ☐
Discussed with an instructor a topic of intellectual interest ☐
Engaged in a social conversation with an instructor ☐
Took an active part in a club or activity sponsored by students or teachers in your faculty ☐
Loaned money to other students ☐
Worked as a teaching assistant ☐
Awarded a scholarship worth $500 a year or more ☐
Had faculty member act as a sponsor when looking for a job ☐
Attended a talk given by visiting lecturer ☐
Asked questions in class ☐
Debated a point with a professor in class ☐

44. Which of the following experiences apply to you since you graduated from M.U.N.? (Mark all that apply)

Elected to public office ☐
Experienced unemployment ☐
Received a major promotion in your job ☐

Transferred jobs (one occupation to another) ☐
Transferred jobs (one job to another; same occupation) ☐
Never worked ☐
Entered graduate school ☐
Obtained a higher degree ☐
Travelled extensively outside the Province ☐
Left the Province (temporarily) ☐
Joined a service club ☐
Joined a golf and/or country club ☐
Received substantial increase in income ☐
Worked in a provincial or federal political campaign ☐
Joined a political party ☐
Subscribed to political campaign funds ☐

45. **What action should be taken at M.U.N. if a student in residence was known to have done the following? (Mark one for each item).**

1. No action should be taken.
2. Reprimand or minor disciplinary action.
3. Major disciplinary action (possible expulsion from university).
4. Sure expulsion from university.

Coming in from a date two hours late	1	2	3	4
Cheating on exams	1	2	3	4
Drinking in living quarters	1	2	3	4
Being drunk	1	2	3	4
Being alone with a date in your room at night	1	2	3	4
Staying off campus overnight without permission	1	2	3	4
Organizing a student demonstration against some administrative policy	1	2	3	4
Writing off-colour stories in a student publication	1	2	3	4
Participating in a water fight or dormitory raid	1	2	3	4
Using LSD or speed (off campus)	1	2	3	4
Using LSD or speed (on campus)	1	2	3	4
Using marijuana (off campus)	1	2	3	4
Using marijuana (on campus)	1	2	3	4
Plagiarizing on a term paper	1	2	3	4

46. **Please indicate your agreement or disagreement with each of the following statements.**

1. Strongly agree.
2. Agree with reservations.
3. Disagree with reservations.
4. Strongly disagree

My work is more satisfying to me than the time I spend around the house	1	2	3	4
It is extremely important to me to have a higher income	1	2	3	4
I feel that I have had very good financial breaks	1	2	3	4
If I inherited so much money that I didn't have to work, I'd still work at the same thing I am doing now	1	2	3	4
I spend a lot of time thinking about how to improve my chances for getting ahead	1	2	3	4
I would be satisfied if a child of mine when he reaches my age, is in the same kind of work I am now in	1	2	3	4
Some of my main interests and pleasures in life are connected with my work	1	2	3	4
Getting money and material things out of life is very important to me	1	2	3	4
I feel that my present financial situation is very good	1	2	3	4
The work I do is one of the most satisfying parts of my life	1	2	3	4
It is important to me to own material things, such as a home, car, or clothing, which are at least as good as those of my neighbours and friends	1	2	3	4
I would be satisfied if my children received the same amount of education as I have	1	2	3	4
I enjoy my spare-time activities much more than my work	1	2	3	4
I am very anxious to get much further ahead	1	2	3	4
I am pretty well satisfied with the chances for getting ahead in my present work	1	2	3	4
To me my work is just a way of making money	1	2	3	4
Getting ahead is one of the most important things in life to me	1	2	3	4
I have sometimes regretted going into the kind of work I am now in	1	2	3	4
I would be satisfied if my children when they reach my age, have the same income and live in the same way as I	1	2	3	4
On the whole, my financial future looks very good	1	2	3	4
There are many times when I have to deny myself and my family things we would like because of our income	1	2	3	4
I was very conscious of the kind of work I wanted to do when I decided my major field of study in my M.U.N. undergraduate degree	1	2	3	4

My undergraduate education was an essential prerequisite for the kind of job I now hold	1	2	3	4
My undergraduate education has proven to be very useful to me in the actual performance of my present job	1	2	3	4
My present job could be done as well, if not better, by someone with a different educational background than mine	1	2	3	4
I was given a great deal of responsibility in my first job after completing my M.U.N. undergraduate degree	1	2	3	4
To me the satisfaction I derive from my employment is indispensible to my overall life happiness	1	2	3	4

Note:

In questions 47, 48, 49, 50 and 51 reference is made to your first job after graduation from M.U.N., your second job, and your present job. For purposes of this survey you are asked to identify the second job after M.U.N. graduation as any one which you held for six months or more; and, if you have held more than three jobs since M.U.N. graduation, the one between your first job and your present job which was in your judgment the most important job change for you. For purposes of this survey the second job may be regarded as a job change within a single organization or occupational field, e.g. from accountant to branch manager of a bank, or from a high school teacher to a school administrator.

47. From the following list of occupations, please mark:

A. Your first job after completing your M.U.N. degree.
B. Your second job after completing your M.U.N. degree (include as second jobs only those held for a period of six months or longer).
C. Your present job.
D. Your expected long-run career occupation.
E. The career you would most prefer if you were free to choose any from the list.

(Where your precise job does not appear mark the most similar category)

	Mark one in each column				
Physician or Surgeon	A	B	C	D	E
Dentist	A	B	C	D	E
Nurse	A	B	C	D	E
Therapist, Lab Technician	A	B	C	D	E
Home economist or dietitian	A	B	C	D	E
Pharmacist, Optometrist	A	B	C	D	E
Other medical and health professions	A	B	C	D	E
Lawyer	A	B	C	D	E
Public Administrator, Official, Politician	A	B	C	D	E

Military service (career officer)	A	B	C	D	E
Military service (career NCO, or other ranks)	A	B	C	D	E
Law Enforcement Officer	A	B	C	D	E
Librarian	A	B	C	D	E
Social Worker, Welfare	A	B	C	D	E
Counselor, Psychologist	A	B	C	D	E
Clergy	A	B	C	D	E
Other Public and Social Services	A	B	C	D	E
Architect, Designer, City Planner	A	B	C	D	E
Artist, Actor, Musician, Entertainer	A	B	C	D	E
Writer, Journalist	A	B	C	D	E
Other Design, Arts and Writing	A	B	C	D	E
Teacher, elementary	A	B	C	D	E
Teacher, secondary	A	B	C	D	E
College Teacher, Professor	A	B	C	D	E
Educational Administration	A	B	C	D	E
Other Education	A	B	C	D	E
Engineer	A	B	C	D	E
Scientific Technician, Programmer	A	B	C	D	E
Scientist, Researcher	A	B	C	D	E
Business Executive, Official, Owner	A	B	C	D	E
Accountant	A	B	C	D	E
Secretary, Clerk	A	B	C	D	E
Salesman or Buyer	A	B	C	D	E
Other/Business, Industry – non-manual	A	B	C	D	E
Farmer, other agricultural	A	B	C	D	E
Ship's Captain or Officer	A	B	C	D	E
Skilled worker, Craftsman	A	B	C	D	E
Fisherman	A	B	C	D	E
Foreman, Inspector	A	B	C	D	E
Semi-skilled worker, Operator, Driver	A	B	C	D	E
Labourer (unskilled)	A	B	C	D	E
Housewife	A	B	C	D	E
None	A	B	C	D	E

48.(a) **How did you obtain (a) your first job after M.U.N. graduation, (b) your second job – listed in question No. 47 above, (c) your present job? (Mark all that apply)**

1 — A method used.
2 — The successful method.

	Order of importance					
	First		Second		Third	
Initial contact through family, friends, or relatives	1	2	1	2	1	2
Initial contact through colleagues or contacts in the field	1	2	1	2	1	2
Canada Manpower Centre	1	2	1	2	1	2
Private employment agency	1	2	1	2	1	2
Campus placement service or on-campus recruiting	1	2	1	2	1	2

	First Job	Second Job	Present Job
Newspaper or other advertisement in local papers	☐1 ☐2	☐1 ☐2	☐1 ☐2
Newspaper or other advertisement in papers outside your locality	☐1 ☐2	☐1 ☐2	☐1 ☐2
Approaching employers in your area	☐1 ☐2	☐1 ☐2	☐1 ☐2
Approaching employers outside your area	☐1 ☐2	☐1 ☐2	☐1 ☐2
Write letters of application	☐1 ☐2	☐1 ☐2	☐1 ☐2
Promotion with same employer	☐1 ☐2	☐1 ☐2	☐1 ☐2
Continued in previous occupation	☐1 ☐2	☐1 ☐2	☐1 ☐2
Other	☐1 ☐2	☐1 ☐2	☐1 ☐2

48. (b) Given the following methods of looking for work please mark them in order of importance to you personally (Mark one in each column)

	First Job	Second Job	Present Job
Through family friends or relatives	☐	☐	☐
Colleagues or contacts in the field	☐	☐	☐
Canada Manpower Centre	☐	☐	☐
Private employment agency	☐	☐	☐
Campus placement service or on campus recruiting	☐	☐	☐
Newspaper or other advertisement in local papers	☐	☐	☐
Newspaper or other advertisement in papers outside your locality	☐	☐	☐
Approaching employers in your area	☐	☐	☐
Approaching employers outside your area	☐	☐	☐
Write letters of application	☐	☐	☐
Other	☐	☐	☐

49. What was your gross income (before tax and deductions (a) when you started your first job after M.U.N. graduation, (b) in your second job — listed in question No. 48 above, (c) at the present time? (Mark one in each column, if applicable)

	First Job	Second Job	Present Job
Below $5,000	☐	☐	☐
$5,000 – $5,999	☐	☐	☐
$6,000 – $6,999	☐	☐	☐
$7,000 – $9,999	☐	☐	☐
$10,000 – $11,999	☐	☐	☐
$12,000 – $13,999	☐	☐	☐
$14,000 – $16,999	☐	☐	☐
$17,000 – $19,999	☐	☐	☐
$20,000 – $24,999	☐	☐	☐
$25,000 and over	☐	☐	☐

50. **Why did you change: (a) your first job after M.U.N. graduation, (b) from your previous job to your present job. (Mark all that apply)**

1. The major factor.
2. A factor in changing jobs.
3. Not a factor.

	First job change	Last job change
Fired	1 2 3	1 2 3
Laid off	1 2 3	1 2 3
Asked by employer (directly or indirectly) to resign	1 2 3	1 2 3
Dissatisfied with type of work, or opportunity to enter more appealing work	1 2 3	1 2 3
Dissatisfied with salary, or opportunity to earn more	1 2 3	1 2 3
Dissatisfied with the general situation and conditions of job, but not with the work performed	1 2 3	1 2 3
Dissatisfied with the community where job located, or job located in more appealing community	1 2 3	1 2 3
Transfer or promotion with the same employer	1 2 3	1 2 3
Promotion in same line of work	1 2 3	1 2 3
Desire to travel	1 2 3	1 2 3
Family reasons	1 2 3	1 2 3
No desire to work	1 2 3	1 2 3
Other reason	1 2 3	1 2 3

51. **(a) Please provide the following information regarding any periods of unemployment you have experienced while looking for work since your graduated from M.U.N.**

1. Never unemployed, or unemployed for less than one month.
2. Over one month but less than three.
3. Over three months but less than six.
4. Six months or more.

Immediately following graduation	1	2	3	4
First period of unemployment		2	3	4
Second period of unemployment		2	3	4
Third period of unemployment		2	3	4
If more than three periods of unemployment what was the average length of the unemployment period?		2	3	4

51. **(b) Please answer the following questions about your longest (or only) spell of unemployment. (Mark the appropriate answer).**

How long after losing your last job did you begin looking for another job?

Had no previous job . . . . ☐

Immediately (before lay-off or one day after lay-off) . . . . ☐
2 to 14 days after lay-off . . . . ☐
2 weeks or more after lay-off . . . . ☐
Did not look – expected to be recalled to work . . . . ☐

52. How many jobs have you held (for more than six months) since you graduated from M.U.N.? (Include both changes of occupation and changes from one job to another in the same organization or occupational field).

None . . . . ☐
One . . . . ☐
Two . . . . ☐
Three . . . . ☐
Four . . . . ☐
Five . . . . ☐
Six . . . . ☐
Seven or more . . . . ☐

53. Are you a member of a professional organization or union associated with your occupation?

Yes . . . . ☐
No . . . . ☐

54. Do you feel that there are circumstances in which a strike would be a legitimate means of collective action for the members of your profession?

Definitely yes . . . . ☐
Probably yes . . . . ☐
Probably no . . . . ☐
Definitely no . . . . ☐

55. Comparing yourself with other professional men of your age and qualifications, how successful do you consider yourself in your career?

Very successful . . . . ☐
Fairly successful . . . . ☐
Fairly unsuccessful . . . . . ☐
Very unsuccessful . . . . . ☐

56. Did you ever attend a technical or vocational college as a student?

Yes . . . . ☐
No . . . . ☐

57. Whom did you vote for in the October 1971 provincial election?

Liberal . . . . ☐
P.C. . . . . ☐
N.D.P. . . . . ☐
Other . . . . ☐
Did not vote . . . . ☐
No answer . . . . ☐

58. Whom did you vote for in the March 1972 provincial election?

Liberal . . . . ☐
P.C. . . . . ☐
N.D.P. . . . . ☐
Other . . . . ☐
Did not vote . . . . ☐
No Answer . . . . ☐

59. How active were you in the recent provincial elections:

a. In the October 1971 election

Very active . . . . ☐
Fairly active . . . . ☐

Not very active . . . . ☐
Not active at all . . . . ☐

b. In the March 1972 election

Very active . . . . ☐
Fairly active . . . . ☐
Not very active . . . . ☐
Not active at all . . . . ☐

60.
1. Left
2. Moderately left.
3. Middle-of-the-road.
4. Moderately conservative.
5. Strongly conservative.

1 2 3 4 5

How would you characterize yourself politically at the present time?	1 2 3 4 5
What were your politics as a M.U.N. student? . . .	1 2 3 4 5
What were your father's politics while you were growing up?.	1 2 3 4 5

61. Please indicate the community size of (a) the place where you lived the greatest length of time while you were growing up, and (b) the place where you live now.

	Community of origin	Present community
Under 500 people	☐	☐
500 – 2,999	☐	☐
3,000 – 9,999.	☐	☐
10,000 – 150,000	☐	☐
Over 150,000	☐	☐

62. If you were born in Canada, mark the province.

Newfoundland . . . . ☐
Prince Edward Island . . . . . ☐
Nova Scotia . . . . ☐
New Brunswick . . . . ☐
Quebec . . . . ☐
Ontario . . . . ☐
Manitoba . . . . ☐
Saskatchewan . . . . ☐
Alberta . . . . ☐
British Columbia . . . . . . ☐
Yukon . . . . ☐
Northwest Territories . . . ☐

63. If you were born outside Canada mark the country according to present boundaries.

United Kingdom . . . . ☐
Republic of Ireland. . . . . . . ☐
Continental Europe . . . . . . ☐
United States of America. ☐
Other. . . . . ☐

Of what country are you a citizen?

Canada . . . . ☐
United Kingdom . . . . ☐
U.S.A. . . . . ☐
Other. . . . . ☐

64. Can you speak French well enough to conduct a conversation?

Yes . . . . ☐ No . . . . ☐

65. **Year of Birth.**

Decade (Fill one square only)		Actual Year (Fill one square only)	
189 . . . . ☐	193 . . . . ☐	0 . . . . . ☐	5 . . . . . . ☐
190 . . . . ☐	194 . . . . ☐	1 . . . . . ☐	6 . . . . . . ☐
191 . . . . ☐	195 . . . . ☐	2 . . . . . ☐	7 . . . . . . ☐
192 . . . . ☐		3 . . . . . ☐	8 . . . . . . ☐
		4 . . . . . ☐	9 . . . . . . ☐

66. **How often do you attend the following:**

1. Once a week or more.
2. Two or three times a month.
3. About once a month.
4. A few times a year.
5. Once a year or less.

A religious service	☐1	☐2	☐3	☐4	☐5
A concert	☐1	☐2	☐3	☐4	☐5
A movie	☐1	☐2	☐3	☐4	☐5
A play	☐1	☐2	☐3	☐4	☐5
An art exhibition	☐1	☐2	☐3	☐4	☐5
An athletic event	☐1	☐2	☐3	☐4	☐5
A night club	☐1	☐2	☐3	☐4	☐5

67. **Would you describe yourself as conservative in your religious beliefs?**

Yes . . . . ☐ No . . . . ☐

68. **Do you consider yourself:**

Deeply religious . . . . ☐
Moderately religious . . . . ☐
Largely indifferent to religion. . . . . ☐
Basically opposed to religion . . . . ☐

69. **In what religion were you raised?**

Anglican. . . . . ☐
Roman Catholic . . . . ☐
Pentecostal . . . . ☐
Salvation Army . . . . ☐
Seventh Day Adventist . . ☐
United Church. . . . . ☐
Other. . . . . ☐
None . . . . ☐
No asnwer. . . . . ☐

70. **What is(was) your father's principal occupation?**

Elementary or secondary school teaching . . . . ☐
School administration . . . . ☐
Other professional . . . . ☐
Managerial, administrative, semi-professional . . . . ☐
Owner, large business . . . . ☐
Owner, small business . . . . ☐
Other white collar; clerical, retail sales . . . . ☐
Skilled wage worker . . . . ☐
Semi and unskilled wage worker, farm labourer . . . . ☐

Armed forces
- a. commissioned officer ☐
- b. Officer – other rank ☐

Off-shore fisherman
- a. boat owner ☐
- b. crew member ☐

In-shore fisherman
- a. boat owner ☐
- b. crew member ☐

71. What is the highest level of formal education reached by your spouse? Your father? Your mother? (Mark one in each column).

	Spouse	Father	Mother
No spouse	☐	☐	☐
No formal schooling	☐	☐	☐
4th grade or less	☐	☐	☐
8th grade or less	☐	☐	☐
Some high school	☐	☐	☐
Completed high school	☐	☐	☐
Some university	☐	☐	☐
Graduated from university	☐	☐	☐
Attended graduate or professional school	☐	☐	☐
Attained advanced degree	☐	☐	☐

72. The following are descriptions of how some parents raise their children. Mark the response which best describes your mother and father as they were most of your life up to the time you left high school. (Mark one for each item)

V — Very true.
S — Somewhat true.
N — Not true at all.

	Father	Mother
If I had some kind of problem I could count on them to help me out	V S N	V S N
They kept after me to do well in school	V S N	V S N
If I didn't do what was expected of me, they were very strict about it	V S N	V S N
They comforted and helped me when I had troubles	V S N	V S N
They kept after me to do better than other children	V S N	V S N
They expected me to keep my things in good order	V S N	V S N
They taught me things I wanted to learn	V S N	V S N
They kept pushing me to do my best in everything	V S N	V S N

They made me feel I could talk with them about everything	V S N	V S N
When they wanted me to do something, they explained why	V S N	V S N

73. **In general I would characterize my parents as: (Mark one for each item).**

V — Very much.
S — Somewhat.
N — Not at all.

Interested in intellectual pursuits.	V	S	N
Interested in cultural pursuits	V	S	N
Religious	V	S	N
Interested in politics	V	S	N
Financially comfortable.	V	S	N

74. **From what kind of high school did you graduate?**

- Roman Catholic . . . . ☐
- Salvation Army . . . . ☐
- United Church . . . . ☐
- Pentecostal . . . . ☐
- Anglican . . . . ☐
- Amalgamated . . . . ☐
- Private school, religiously affiliated . . . . ☐
- Private school, non-religiously affiliated . . . . ☐
- A public high school outside province . . . . ☐

75. **Of the students in your high school graduating class, about what percentage went to university?**

- Less than 10% . . . . ☐
- 10 – 25% . . . . ☐
- 26 – 50% . . . . ☐
- 51 – 75% . . . . ☐
- 76 – 90% . . . . ☐
- More than 90% . . . . ☐

If you have any comments on any of the issues or questions covered in this questionnaire please send them under separate cover to:

The "ELM" Study, Box 32,
Arts & Education Building,
Memorial University of Newfoundland,
St. John's, Newfoundland,
Canada.

THANK YOU FOR YOUR CO-OPERATION

APPENDIX B

FOLLOW-UP LETTERS

⓪⓪⓪⓪
①①①①
②②②②
③③③③
④④④④
⑤⑤⑤⑤
⑥⑥⑥⑥
⑦⑦⑦⑦
⑧⑧⑧⑧
⑨⑨⑨⑨

Please be advised that I have no wish to assist Memorial University of Newfoundland in the proposed study of University Graduation and Labour Market Linkages.

[Do not sign your name]

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland. Canada

Office of the Vice-President (Academic) **Phone: 753-1200 Area Code 709**

June 22, 1972

Dear Alumnus:

The Memorial University of Newfoundland is conducting several surveys of students, former students, and faculty members. The information gathered will be used to reveal the views of these constituencies on aspects of university education so that the quality and relevance of an education at MUN may be assessed and, hopefully, improved.

You are one of a small randomly selected sample of graduates to receive the questionnaire, which will be mailed to your present address in two weeks time. Your participation in the study is therefore of great value because it will permit a valid assessment of the opinions and attitues of MUN graduates. We recognize however, that there are graduates who object in principle to answering mailed questionnaires, or who have no wish to assist the University in this kind of research. If you do not wish to participate in the study please mail back the enclosed card within the next ten days and we will not solicit your co-operation.

All the information provided on the anonymous questionnaire will be coded and used in group comparisons for research purposes only. Under no circumstances will individual responses be reported. Only University research personnel sworn to secrecy will have direct access to the questionnaires. On the creation of the work tapes, all the questionnaires will be destroyed.

We hope that you will agree to support us in this research which is the first of its kind in Canada. I thank you on behalf of the University for your continuing interest and active support.

Sincerely,

MOMorgan
M.O. Morgan
VICE-PRESIDENT (ACADEMIC)

Encl.

NO NEWS IS BAD NEWS
for Survey Research Workers

Remember the "ELM" Study questionnaire concerning university graduation and labour market opportunities that was sent to you several days ago by the Memorial University of Newfoundland.

If you have already returned it to us, please accept our thanks. Your help is much appreciated as it helps us to evaluate how university graduates fare after leaving university.

If it is not yet done, we would like to hear from you. WILL YOU PLEASE SEND BACK THE COMPLETED QUESTIONNAIRE SOON?

Your contribution to the study is important and does matter.

THANK YOU.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

October 23, 1972.

Dear Alumnus:

Four weeks ago we sent you a questionnaire requesting your participation in a research project designed to gather information on a variety of matters pertaining to University graduation and labour market linkages.

We need your help in finding some answers. This is an omnibus questionnaire designed to solicit answers to a wide range of problems. The study has been designed in such a way that the responses from only a small fraction of MUN graduates will be used to represent all graduates in the province. So, if we do not obtain your response our research will not be successful.

We know how busy professional people are and that this questionnaire takes about fifty minutes to complete, but we believe that the study will justify the time you give it.

Yours sincerely,

M.O. Morgan,
VICE-PRESIDENT (ACADEMIC).

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada
Department of Educational Foundations

May 8, 1972.

Dear Alumnus:

Canadian universities are currently undergoing the greatest changes in this century. The extent and rapidity of these changes are causing severe strains and grave problems in the faculties and departments concerned. While the broad outlines of these problems is overcrowded classrooms, rising costs, student discontent, and tightening job markets for graduates there is actually very little detailed information on the form these problems take in particular institutions. Nor do we have firm knowledge of how those most directly interested and involved in some of these problems and issues feel about them.

It is to meet this need for more and better knowledge about how the graduates from Memorial University fare in the labour market that we are supporting this research study. Over the past ten years, educational and employment opportunities in the Province of Newfoundland have been changing. If today's students are to be able to plan ahead with any degree of confidence; if we are to be successful in anticipating future educational needs, it is necessary to keep abreast of what is happending to our University graduates.

The information we are gathering will be of help to the University authorities and other bodies concerned with public policies in this area as well as to research workers who are studying current problems and developments in Canadian higher education. The findings will be presented in reports and research papers. The data we will collect will be available in anonymous form on magnetic tape to bone fide students of higher education.

Though we know the limits of questionnaires and, therefore, have no illusion that even a broad survey of this kind will answer all our questions; nevertheless, the mailed questionnaire survey does provide information that can be obtained in no other way. We know how busy professional people are. We also know that other surveys have made similar demands on your time. But the present survey is unique in its scope and purpose: it is the first to ask similar questions of graduates, students, and faculty in the same institution, and it is the first in

Canada to explore a variety of issues in depth which affect one institution. The accuracy of the survey and the worth of its findings are dependent on your willingness to answer our questions. We believe the importance of the study will justify the time you give it.

Two other matters. First, it is necessary to ask detailed questions dealing with educational and occupational experiences, attitudes towards education, and some general background information. We can assure you that your answers will be held in strictest confidence and that procedures have been taken to guarantee this.

Secondly, it is impossible to frame questions all of which are equally relevant to graduates, faculty, and students in many different fields; you may find some which seem inappropriate. We make a special request, therefore, for you to answer all the questions as well as you can. In our analysis we will be able to take into account special circumstances that affect replies to some questions.

We hope you find the questionnaire interesting to answer, and that you will complete and return it to us while you have it at hand.

Thank you for your co-operation.

MOMorgan — Robert J Kelly

M.O. Morgan, — Robert J. Kelly,
VICE-PRESIDENT (ACADEMIC). — PRESIDENT, ALUMNI ASSOCIATION.

APPENDIX C

TABLES

Table 1. Demographic and Background Characteristics of M.U.N. Graduates 1972, by Sex and Year of Graduation (Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Educa. Applied Fields	Total	Science	Humanities Social Science	Educa. Applied Fields	Total
Age (65)											
22 and under	6.3	5.8	6.2	0.0	0.0	0.0	0.0	13.4	10.8	3.1	7.2
23-25	25.9	48.8	31.4	0.0	0.0	0.0	0.0	59.8	36.1	39.3	43.3
26-29	26.6	17.4	24.4	0.0	44.0	31.7	37.2	19.5	25.3	25.7	24.0
30-34	24.8	9.9	21.2	32.6	42.0	48.8	44.7	4.9	18.1	15.7	13.8
35-39	7.7	6.6	7.4	34.9	6.0	2.4	5.3	1.2	1.2	7.3	4.7
40-49	6.3	5.0	6.0	25.6	4.0	7.3	5.3	1.2	4.8	4.7	3.9
50 and over	2.4	6.6	3.4	4.7	2.0	4.9	3.2	0.0	3.6	4.2	3.3
Sex (1)											
Male	75.8		75.8	81.4	92.0	82.9	88.3	92.7	69.9	64.4	71.9
Female		24.2	24.2	18.6	8.0	17.1	11.7	7.3	30.1	35.6	28.1
Province of Birth (63,a)											
Newfoundland	91.8	84.3	90.0	93.0	94.0	95.1	93.6	85.4	81.9	93.7	88.7
Prince Edward Is.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nova Scotia	1.3	1.7	1.4	2.3	0.0	0.0	0.0	3.7	1.2	0.5	1.7
New Brunswick	0.5	0.0	0.4	0.0	2.0	0.0	1.1	0.0	1.2	0.0	0.3
Quebec	0.8	0.8	0.8	2.3	0.0	0.0	0.0	2.4	0.0	0.0	0.8
Ontario	0.8	1.7	1.0	0.0	0.0	0.0	0.0	0.0	2.4	1.6	1.4
Manitoba	0.3	0.8	0.4	0.0	0.0	0.0	0.0	0.0	1.2	0.5	0.6
Saskatchewan	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Alberta	0.3	0.0	0.2	0.0	0.0	0.0	0.0	1.2	0.0	0.0	0.3
British Columbia	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Yukon	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
North West Territories	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Table 1. Demographic and Background Characteristics of M.U.N. Graduates 1972, by Sex and Year of Graduation (Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Educa. Applied Fields	Total	Science	Humanities Social Science	Educa. Applied Fields	Total
Country of Birth (63,a)											
United Kingdom	1.6	5.0	2.4	2.3	2.0	0.0	1.1	3.7	4.8	1.6	2.8
Republic of Ireland	0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.0	1.2	0.0	0.3
Continental Europe	1.1	3.3	1.6	0.0	2.0	0.0	1.1	1.2	4.8	1.0	1.9
United States of America	0.0	2.5	0.6	0.0	0.0	0.0	0.0	0.0	1.2	1.0	0.8
Other	0.[illegible]	0.0	0.6	0.0	0.0	0.0	0.0	3.7	0.0	0.0	0.8
Citizenship (63,b)											
Canada	76.3	72.7	75.4	81.4	74.0	65.9	70.2	75.6	73.5	77.0	76.0
United Kingdom	1.1	0.8	1.0	0.0	0.0	0.0	0.0	3.7	2.4	0.0	1.4
U.S.A.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.8	1.7	1.0	0.0	0.0	0.0	0.0	1.2	3.6	0.5	1.4
Present Occupation (47,c)											
Physician or Surgeon	0.8	0.0	0.6	2.3	4.0	0.0	2.1	0.0	0.0	0.0	0.0
Dentist	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nurse	0.0	1.7	0.4	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.6
Therapist, Lab Technician	0.5	0.0	0.4	0.0	0.0	0.0	0.0	2.4	0.0	0.0	0.6
Home Economist, Dietician	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Pharmacist	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Medical or Health	0.3	0.8	0.4	0.0	0.0	0.0	0.0	2.4	0.0	0.0	0.6
Lawyer	0.5	0.0	0.4	0.0	4.0	0.0	2.1	0.0	0.0	0.0	0.0
Public Administrator, Official	2.6	0.0	2.0	7.0	6.0	2.4	4.3	0.0	3.6	0.0	0.8

(Cont'd)

Table 1. Demographic and Background Characteristics of M.U.N. Graduates 1972, by Sex and Year of Graduation (Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Educa. Applied Fields	Total	Science	Humanities Social Science	Educa. Applied Fields	Total
Military Service - Officer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Military Service Other ranks	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Police	0.3	0.0	0.2	0.0	0.0	0.0	0.0	1.2	0.0	0.0	0.3
Librarian	0.5	2.5	1.0	0.0	2.0	0.0	1.1	1.2	1.2	1.0	1.1
Social Worker	1.1	3.3	1.6	0.0	0.0	0.0	0.0	1.2	7.2	0.5	2.2
Counselor, Psychologist	0.5	1.7	0.8	4.7	2.0	0.0	1.1	0.0	0.0	0.5	0.3
Clergy	1.1	0.8	1.0	0.0	2.0	0.0	1.1	0.0	2.4	0.5	1.1
Other Public Service	0.8	0.8	0.8	0.0	0.0	0.0	0.0	2.4	0.0	1.0	1.1
Architect, Designer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Artist, Actor	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Writer, Journalist	0.0	1.7	0.4	0.0	2.0	2.4	2.1	0.0	0.0	0.0	0.0
Other Arts, Writing	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Teacher, elementary	8.7	27.3	13.2	2.3	0.0	9.8	5.3	1.2	9.6	26.2	16.5
Teacher, secondary	25.3	19.0	23.8	16.3	8.0	36.6	20.2	14.6	21.7	32.5	25.6
College Teacher, Prof.	4.5	4.1	4.4	7.0	20.0	0.0	10.6	1.2	3.6	2.6	2.7
Educational Administrator	12.9	3.3	10.6	30.2	8.0	24.4	14.9	0.0	7.2	9.4	7.2
Other Education	4.0	5.0	4.2	2.3	0.0	14.6	6.4	2.4	1.2	5.8	3.9
Engineer	5.5	0.0	4.2	7.0	12.0	0.0	6.4	13.4	0.0	0.5	3.3
Scientific Technician, Programmer	1.3	0.0	1.0	0.0	0.0	0.0	0.0	4.9	1.2	0.0	1.4
Scientist, Researcher	3.4	2.5	3.2	2.3	6.0	0.0	3.2	9.8	3.6	0.5	3.3
Business Executive	2.4	1.7	2.2	0.0	2.0	2.4	2,1	4.9	2.4	1.6	2.5
Accountant	1.3	0.0	1.0	0.0	6.0	0.0	3.2	0.0	0.0	1.0	0.6
Secretary, Clerk	0.0	2.5	0.6	0.0	0.0	0.0	0.0	0.0	2.4	0.5	0.8
Salesman or Buyer	0.3	0.0	0.2	0.0	0.0	0.0	0.0	1.2	0.0	0.0	0.3
Other/Business, Industry, non-manual	1.6	0.0	1.2	0.0	2.0	2.4	2.1	2.4	1.2	0.5	1.1
Farmer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

(Cont'd)

Table 1. Demographic and Background Characteristics of M.U.N. Graduates 1972, by Sex and Year of Graduation (Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Educa. Applied Fields	Total	Science	Humanities Social Science	Educa. Applied Fields	Total
Ship's Captain or Officer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Skilled Worker, Craftsman	0.3	0.0	0.2	0.0	0.0	0.0	0.0	1.2	0.0	0.0	0.3
Fisherman	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Foreman, Inspector	0.5	0.0	0.4	0.0	0.0	0.0	1.1	1.2	0.0	0.0	0.3
Semi-skilled worker	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Labourer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Housewife	0.5	7.4	2.2	4.7	2.0	2.4	2.1	0.0	2.4	2.1	1.9
None	2.4	1.7	2.2	0.0	4.0	0.0	2.1	2.4	4.8	1.6	2.5
Father's Occupation (70)											
Elementary or secondary school teaching	2.4	3.3	2.6	2.3	4.0	2.4	3.2	2.4	2.4	2.6	2.5
School administration	0.5	3.3	1.2	0.0	0.0	4.9	2.1	2.4	2.4	0.0	1.1
Other professional	5.5	9.1	6.4	9.3	2.0	2.4	2.1	9.8	7.2	5.2	7.2
Managerial, administrative, semi-professional	16.1	19.8	17.0	18.6	28.0	4.9	18.1	23.2	24.1	10.5	16.5
Owner, large business	1.1	5.0	2.0	0.0	2.0	0.0	1.1	0.0	6.0	2.1	2.5
Owner, small business	13.2	14.0	13.4	18.6	18.0	9.8	13.8	11.0	7.2	15.7	12.7
Other white collar, clerical	5.0	7.4	5.6	2.3	8.0	2.4	5.3	8.5	8.4	3.7	6.1
Skilled wage worker	18.2	16.5	17.8	14.0	10.0	22.0	16.0	24.4	15.7	18.3	18.7
Semi- and unskilled wage worker, farm labourer	20.1	9.1	17.4	16.3	20.0	22.0	20.2	12.2	8.4	22.5	16.8
Armed forces- officer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Armed forces- other rank	0.5	0.0	0.4	0.0	0.0	0.0	0.0	0.0	1.2	0.5	0.6

(Cont'd)

Table 1. Demographic and Background Characteristics of M.U.N. Graduates 1972, by Sex and Year of Graduation (Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Educa. Applied Fields	Total	Science	Humanities Social Science	Educa. Applied Fiends	Total
Off-shore fisherman:											
boat owner	1.6	2.5	1.8	0.0	4.0	4.9	4.3	1.2	1.2	1.6	1.4
crew member	1.8	0.0	1.4	2.3	0.0	2.4	1.1	0.0	4.8	0.5	1.4
In-shore fisherman:											
boat owner	10.3	7.4	9.6	14.0	2.0	14.6	7.4	3.7	10.8	11.5	9.6
crew member	0.8	0.8	0.8	0.0	0.0	0.0	0.0	0.0	0.0	2.1	1.1
Spouse's Education (71,a)											
No spouse	22.2	47.9	28.4	11.6	10.0	12.2	10.6	47.6	30.1	33.0	35.0
No formal schooling	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4th grade or less	0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.0	1.2	0.0	0.3
8th grade or less	1.6	0.8	1.4	2.3	0.0	2.4	1.1	0.0	0.0	2.6	1.4
Some high school	12.4	3.3	10.2	16.3	8.0	14.6	10.6	4.9	7.2	12.0	9.4
Completed high school	20.1	6.6	16.8	18.6	22.0	17.1	21.3	18.3	8.4	16.8	15.4
Some university	18.5	5.0	15.2	23.3	18.0	22.0	19.1	12.2	12.0	13.6	13.2
Graduated from university	11.6	9.9	11.2	16.3	16.0	7.3	11.7	9.8	15.7	8.4	10.5
Attended graduate or professional school	10.8	13.2	11.4	7.0	14.0	14.6	13.8	4.9	15.7	12.6	11.3
Attained advanced degree	1.3	10.7	3.6	4.7	8.0	4.9	6.4	0.0	8.4	1.0	2.8
Father's Education (71,b)											
No formal schooling	3.4	0.0	2.6	7.0	0.0	4.9	2.1	0.0	3.6	2.6	2.2
4th grade or less	16.6	10.7	15.2	18.6	18.0	12.2	14.9	9.8	12.0	18.3	14.9
8th grade or less	29.0	23.1	27.6	23.3	26.0	24.4	24.5	22.0	25.3	34.0	28.9
Some high school	21.4	15.7	20.0	18.6	22.0	22.0	22.3	22.0	19.3	18.8	19.6
Completed high school	14.8	19.8	16.0	18.6	12.0	14.6	13.8	22.0	18.1	13.1	16.3
Some university	5.3	12.4	7.0	4.7	6.0	7.3	6.4	7.3	8.4	6.8	7.4

(Cont'd)

Table 1. Demographic and Background Characteristics of M.U.N. Graduates 1972, by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Educa. Applied Fields	Total	Science	Humanities Social Science	Educa. Applied Fields	Total
Graduated from university	2.6	5.0	3.2	0.0	4.0	4.9	4.3	6.1	2.4	2.6	3.3
Attended graduate school	1.6	5.0	2.4	0.0	4.0	2.4	3.2	2.4	4.8	1.0	2.5
Attained advanced degree	2.9	4.1	3.2	4.7	4.0	0.0	2.1	4.9	4.8	1.6	3.3
Mother's Education (71,c)											
No formal schooling	1.1	0.8	1.0	0.0	2.0	4.9	3.2	0.0	0.0	1.0	0.6
4th grade or less	12.9	2.5	10.4	16.3	12.0	14.6	12.8	3.7	7.2	12.0	9.1
8th grade or less	25.3	21.5	24.4	20.9	20.0	24.4	22.3	19.5	26.5	28.3	25.3
Some high school	24.5	21.5	23.8	27.9	16.0	19.5	18.1	26.8	24.1	24.1	24.8
Completed high school	23.0	30.6	24.8	23.3	34.0	22.0	27.7	26.8	25.3	22.0	24.2
Some university	6.6	11.6	7.8	7.0	8.0	7.3	7.4	7.3	9.6	7.3	8.0
Graduated from university	1.3	2.5	1.6	0.0	0.0	2.4	1.1	2.4	2.4	1.6	1.9
Attended graduate school	2.6	4.1	3.0	0.0	4.0	0.0	2.1	8.5	1.2	2.6	3.6
Attained advanced degree	0.8	0.8	0.8	0.0	0.0	0.0	0.0	1.2	2.4	0.5	1.1
Religion (69)											
Anglican	34.6	23.1	31.8	37.2	46.0	29.3	37.2	26.8	28.9	32.5	29.8
Roman Catholic	23.7	37.2	27.0	18.6	16.0	17.1	17.0	36.6	25.3	30.9	30.6
Pentecostal	3.2	0.0	2.4	2.3	2.0	0.0	1.1	1.2	1.2	4.2	2.8
Salvation Army	5.3	5.8	5.4	0.0	4.0	9.8	6.4	2.4	7.2	6.8	5.8
Seventh Day Adventist	0.3	0.8	0.4	0.0	2.0	0.0	1.1	0.0	0.0	0.5	0.3
United Church	29.3	22.3	27.6	37.2	24.0	39.0	30.9	25.6	27.7	23.0	25.6
Other	2.1	5.8	3.0	2.3	4.0	0.0	2.1	3.7	7.2	1.0	3.3
None	0.5	1.7	0.8	2.3	0.0	0.0	0.0	1.2	0.0	1.0	0.8
No answer	0.3	0.8	0.4	0.0	0.0	0.0	0.0	1.2	1.2	0.0	0.6

Table [illegible]. Demographic and Background Characteristics of M.U.N.
Graduates 1972, by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Educa. Applied Fields	Total	Science	Humanities Social Science	Educa. Applied Fields	Total
Would you describe yourself as conservative in your religious beliefs?											
Yes	37.2	33.1	36.2	34.9	38.0	39.0	38.3	29.3	26.5	42.9	35.8
No	60.7	61.2	60.8	62.8	62.0	53.7	57.4	64.6	71.1	55.5	61.4
Religiosity: Do you consider yourself: (68)											
Deeply religious	5.5	5.0	5.4	7.0	4.0	2.4	3.2	2.4	6.0	7.3	5.8
Moderately religious	60.9	63.6	61.6	60.5	60.0	65.9	61.7	47.6	45.8	74.3	61.7
Largely indifferent to religion	28.2	25.6	27.6	30.2	32.0	26.8	29.8	36.6	39.8	17.3	26.7
Basically opposed to religion	4.5	3.3	4.2	2.3	4.0	0.0	2.1	12.2	6.0	1.0	5.0
Marital Status (2)											
Married (only once)	76.5	50.4	70.2	88.4	86.0	85.4	85.1	51.2	69.9	66.0	64.2
Married (remarried)	0.5	0.0	0.4	0.0	0.0	0.0	0.0	0.0	1.2	0.5	0.6
Legally separated	0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.3
Single (never married)	20.6	45.5	26.6	11.6	12.0	12.2	11.7	48.8	28.9	27.7	32.2
Single (divorced)	0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.3
Single (widowed)	0.0	0.8	0.2	0.0	2.0	0.0	1.1	0.0	0.0	0.0	0.0
Religious order	103	3.3	1.8	0.0	0.0	2.4	1.1	0.0	0.0	4.2	2.2
Children (3)											
None	43.5	69.4	49.8	11.6	34.0	24.4	28.7	61.0	57.8	60.7	59.8
One	20.3	15.7	19.2	14.0	20.0	24.4	21.3	20.7	18.1	19.4	19.3
Two	18.5	6.6	15.6	14.0	28.0	31.7	29.8	9.8	16.9	9.9	12.1
Three	9.5	4.1	8.2	32.6	14.0	7.3	11.7	3.7	4.8	4.7	4.4
Four or more	6.3	0.8	5.0	23.3	4.0	12.2	7.4	0.0	1.2	3.7	2.2

Table 1. Demographic and Background Characteristics of M.U.N. Graduates 1972, by Sex and Year of Graduation (Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Educa. Applied Fields	Total	Science	Humanities Social Science	Educa. Applied Fields	Total
Size of Hometown (61,a)											
Under 500	21.9	12.4	19.6	25.6	10.0	31.7	19.1	9.8	16.9	23.6	19.0
500-2,999	30.9	19.0	28.0	30.2	32.0	36.6	33.0	20.7	21.7	31.8	26.4
3,000-9,999	16.1	19.0	16.8	14.0	18.0	17.1	18.1	12.2	16.9	17.8	16.8
10,000-150,000	27.7	38.8	30.4	27.9	38.0	7.3	24.5	51.2	33.7	23.6	32.2
Over 150,000	2.9	9.1	4.4	2.3	2.0	2.4	2.1	6.1	9.6	3.1	5.2
Size of Present Community (61,b)											
Under 500	2.6	0.8	2.2	2.3	2.0	7.3	4.3	1.2	2.4	1.6	1.7
500-2,999	18.5	10.7	16.6	11.6	6.0	19.5	11.7	11.0	12.0	24.6	18.5
33,000-9,999	23.0	16.5	21.4	20.9	22.0	24.4	23.4	11.0	24.1	23.0	20.9
10,000-150,000	44.1	54.5	46.6	53.5	48.0	39.0	43.6	59.8	47.0	40.8	46.6
Over 150,000	10.3	13.2	11.0	9.3	22.0	2.4	12.8	15.9	14.5	7.3	10.7
Bilingual (64)											
Yes	20.8	33.1	23.8	23.3	14.0	19.5	17.0	19.5	34.9	23.6	25.6
No	77.8	65.3	74.8	76.7	84.0	75.6	78.7	75.3	65.1	75.4	73.6
Type of High School Attended (74)											
Roman Catholic	23.0	38.8	26.8	20.9	16.0	17.1	17.0	34.1	22.9	31.9	30.0
Salvation Army	2.9	1.7	2.6	0.0	2.0	4.9	3.2	2.4	3.6	2.6	2.8
United Church	27.2	19.8	25.4	41.9	30.0	39.0	33.0	17.1	22.9	22.5	21.5
Pentecostal	0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.0	1.2	0.0	0.3
Anglican	29.0	14.0	25.4	30.2	34.0	26.8	30.0	19.5	18.1	28.3	23.4
Amalgamated	12.9	10.7	12.4	4.7	12.0	4.9	8.5	17.1	16.9	11.5	14.3
Private school, religious affil.	0.8	4.1	1.6	2.3	4.0	0.0	2.1	0.0	4.8	0.5	1.4

(Cont'd)

Table 1. Demographic and Background Characteristics of M.U.N. Graduates 1972, by Sex and Year of Graduation (Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Educa. Applied Fields	Total	Science	Humanities Social Science	Educa. Applied Fields	Total
Private school, non-religious affil.	0.3	0.8	0.4	0.0	0.0	0.0	0.0	0.0	2.4	0.0	0.6
Public high school outside Prov.	2.6	6.6	3.6	0.0	0.0	2.4	1.1	8.5	6.0	1.6	4.7

Table 2. Motives for Attending University, by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates				1965 Graduates			1970 Graduates			
	Men	Women	Total	1960 Graduates	Arts & Science	Educa. Applied Fields	Total	Science	Humanities Social Science	Educa. Applied Fields	Total
Percentage Agreeing Strongly or with Reservations to the Question: I went to university in order to - (36)											
Satisfy job requirements	74.9	67.1	73.2	72.1	76.0	65.9	71.3	68.3	66.3	78.5	73.8
Continue intellectual growth	87.3	93.4	88.8	88.4	86.0	85.4	85.1	86.6	92.8	90.6	89.8
Obtain occupation with high prestige	61.0	48.0	57.8	48.8	54.0	60.9	56.4	64.6	55.4	58.7	59.2
Increase my earning power	87.1	76.0	84.4	81.4	82.0	87.8	84.0	84.1	83.1	86.4	84.9
Prepare for an academic career	65.7	69.4	66.6	58.1	44.0	80.5	59.6	54.9	55.4	80.7	69.4
Find myself	30.9	40.5	33.2	30.2	28.0	39.0	33.0	29.3	37.3	33.5	33.6
Learn to get along with people	34.0	28.9	32.8	30.2	18.0	31.7	24.4	36.6	34.9	36.0	35.2
See whether I liked a particular field of study	40.9	48.0	42.6	32.5	48.0	43.9	45.8	43.9	50.6	38.7	43.0
Obtain a well-rounded general education	71.5	83.5	74.4	74.4	70.0	70.7	70.2	63.4	84.3	77.0	75.5
Contribute to my ability to change society	29.0	44.7	32.8	27.9	34.0	43.9	38.3	17.1	37.3	36.6	32.0
To obtain an occupational training	78.4	63.6	74.8	67.4	78.0	78.0	77.6	74.4	68.7	78.5	74.9
Study my field for its intrinsic interest	50.9	62.8	53.8	51.2	46.0	48.8	45.7	58.5	56.6	56.5	56.1
Better serve mankind	49.1	60.3	51.8	48.8	44.0	56.1	50.0	42.7	53.0	57.1	52.6
Engage in political activities	6.8	2.5	5.8	4.7	0.0	7.3	3.2	3.7	12.0	5.7	6.7
Prepare for marriage	9.5	6.7	8.8	4.7	6.0	7.3	7.5	11.0	9.6	9.5	9.6
Be with my friends	15.0	17.4	15.6	14.0	10.0	19.5	13.8	17.1	14.4	16.7	16.3

Table 3. The University Backgrounds of M.U.N. Graduates by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Educa. Applied Fields	Total	Science	Humanities Social Science	Educa. Applied Fields	Total
Faculty or School (4)											
Arts and Science	-	-	-		-	-	-	-	-	-	-
Education	-	-	-		-	-	-	-	-	-	-
Graduate Studies	-	-	-		-	-	-	-	-	-	-
Physical Education	-	-	-		-	-	-	-	-	-	-
Engineering	-	-	-		-	-	-	-	-	-	-
Medicine	-	-	-		-	-	-	-	-	-	-
Nursing	-	-	-		-	-	-	-	-	-	-
None	-	-	-		-	-	-	-	-	-	-
M.U.N. Degree Held (6,1)											
Undergrad. diploma (no degree)	6.3	0.0	5.0	7.0	8.0	0.0	4.3	20.7	0.0	0.5	5.0
Undergrad. bachelors (Humanities)	6.1	6.6	6.2	7.0	10.0	2.4	6.4	0.0	26.5	0.0	6.1
Undergrad. bachelors (Social Sciences)	5.8	9.1	6.6	0.0	10.0	0.0	5.3	1.2	28.9	1.6	7.7
Undergrad. bachelors (Physical Sciences)	5.5	1.7	4.6	9.3	4.0	0.0	2.1	20.7	0.0	0.0	4.7
Undergrad. bachelors (Biological Sciences)	9.2	2.5	7.6	2.3	10.0	2.4	6.4	36.6	1.2	0.0	8.5
Undergrad. bachelors (Education)	48.3	64.5	52.2	62.8	22.0	85.4	50.0	6.1	68.9	79.1	51.5
Undergrad. bachelors (Social Work)	0.0	1.7	0.4	0.0	0.0	0.0	0.0	0.0	1.2	0.5	0.6
Undergrad. bachelors (Other Fields)	3.4	4.1	3.6	2.3	6.0	2.4	4.3	1.2	0.0	6.3	3.6
First Professional Law Degree	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Medical Degree (M.D., D.D.S.)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Masters of Education degree	1.6	1.7	1.6	2.3	0.0	0.0	0.0	0.0	0.0	3.7	1.9

(Cont'd)

Table 3. The University Backgrounds of M.U.N. Graduates by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Educa. Applied Fields	Total	Science	Humanities Social Science	Educa. Applied Fields	Total
Other first professional beyond undergrad. bachelors	1.3	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	2.6	1.4
Master's, Humanities	2.4	0.8	2.0	2.3	6.0	4.9	5.3	0.0	4.8	0.0	1.1
Master's, Social Sciences	1.6	0.8	1.4	0.0	2.0	0.0	1.1	0.0	7.2	0.0	1.7
Master's, Physical Sciences	2.6	0.0	2.0	2.3	10.0	0.0	5.3	4.9	0.0	0.0	1.1
Master's, Biological Sciences	2.4	0.0	1.8	0.0	8.0	0.0	4.3	6.1	0.0	0.0	1.4
Doctor of Arts (doctorate without dissertation	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Ph.D	0.3	0.8	0.4	0.0	2.0	0.0	1.1	0.0	0.0	0.5	0.3
Ed. D.	0.0	2.5	0.6	2.3	0.0	0.0	0.0	0.0	0.0	1.0	0.6
Other doctorate	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
None	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Degree Held From Other Universities (6,2)											
Undergrad. diploma (no degree)	0.0	2.5	0.6	0.0	0.0	0.0	0.0	1.2	1.2	0.5	0.8
Undergrad.bachelors (Humanities)	0.5	2.5	1.0	0.0	0.0	0.0	0.0	1.2	2.4	0.5	1.4
Undergrad.bachelors (Social Sciences)	0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.0	1.2	0.0	0.3
Undergrad.bachelors (Physical Sciences)	2.6	0.0	2.0	2.3	4.0	0.0	2.1	6.1	0.0	1.0	1.9
Undergrad. bachelors (Biological Sciences)	0.3	0.0	0.2	0.0	0.0	0.0	0.0	1.2	0.0	0.0	0.3
Undergrad. bachelors (Education)	0.8	0.8	0.8	0.0	0.0	2.4	1.1	1.2	1.2	0.5	0.8
Undergrad. bachelors (Social Work)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Undergrad. bachelors (Other fields)	3.7	0.8	3.0	2.3	8.0	0.0	4.3	11.0	0.0	0.5	2.8

(Cont'd)

Table 3. The University Backgrounds of M.U.N. Graduates by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Educa. Applied Fields	Total	Science	Humanities Social Science	Educa. Applied Fields	Total
First professional Law Degree	0.5	0.0	0.4	0.0	4.0	0.0	2.1	0.0	0.0	0.0	0.0
Medical degree (M.D., D.D.S.)	1.1	0.0	0.8	2.3	6.0	0.0	3.2	0.0	0.0	0.0	0.0
Master of Education Degree	4.0	0.8	3.2	25.6	4.0	0.0	2.1	0.0	0.0	0.5	0.8
Other first professional beyond undergrad. bachelors	1.8	1.7	1.8	4.7	4.0	2.4	3.2	1.2	1.2	1.0	1.1
Master's, Humanities	0.3	0.0	0.2	2.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Master's, Social Sciences	1.3	0.0	1.0	2.3	2.0	0.0	1.1	0.0	2.4	0.5	0.8
Master's, Physical Sciences	0.8	0.0	0.6	0.0	2.0	0.0	1.1	2.4	0.0	0.0	0.6
Master's, Biological Sciences	0.8	0.0	0.6	0.0	0.0	0.0	0.0	3.7	0.0	0.0	0.8
Doctor of Arts (doctorate without dissertation)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Ph.D.	1.6	0.0	1.2	4.7	8.0	0.0	4.3	0.0	0.0	0.0	0.0
Ed.D.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Doctorate	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
None	4.2	0.8	3.4	0.0	0.0	7.3	3.2	7.3	2.4	3.1	3.9
Degree Currently Working For (6,3)											
Undergrad. diploma (no degree)	0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.0	1.2	0.0	0.3
Undergrad. bachelors (Humanities)	5.3	6.6	5.6	2.3	0.0	4.9	2.1	1.2	0.0	12.0	6.9
Undergrad.bachelors (Social Sciences)	2.4	0.8	2.0	2.3	0.0	4.9	2.1	2.4	0.0	2.6	1.9
Undergrad. bachelors (Physical Sciences)	0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.3
Undergrad. bachelors (Biological Sciences)	0.0	0.8	0.2	0.0	0.0	0.0	0.0	1.2	0.0	0.0	0.3

(Cont'd)

Table 3. The University Backgrounds of M.U.N. Graduates by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Educ. Applied Fields	Total	Science	Humanities Social Science	Educa. Applied Fields	Total
Undergrad. bachelors (Education)	4.0	1.7	3.4	0.0	2.0	0.0	1.1	9.8	7.2	1.0	4.4
Undergrad. bachelors (Social Work)	0.5	0.0	0.4	0.0	0.0	0.0	0.0	1.2	1.2	0.0	0.6
Undergrad. bachelors (Other Fields)	1.8	2.5	2.0	0.0	0.0	2.4	2.1	2.4	0.0	3.1	2.2
First professional law degree	1.3	0.8	1.2	0.0	0.0	0.0	0.0	0.0	6.0	0.5	1.7
Medical degree (M.D., D.D.S.)	1.1	1.7	1.2	0.0	0.0	0.0	0.0	4.9	0.0	1.0	1.7
Master of Education degree	5.8	8.3	6.4	7.0	4.0	14.6	8.5	2.4	2.4	3.9	5.8
Other first professional beyond undergrad. bachelors	2.1	0.0	1.6	0.0	2.0	2.4	2.1	0.0	3.6	1.6	1.7
Master's, Humanities	1.6	5.8	2.6	0.0	0.0	0.0	0.0	0.0	6.0	4.2	3.6
Master's, Social Sciences	0.5	2.5	1.0	0.0	2.0	0.0	1.1	1.2	3.6	0.0	1.1
Master's, Physical Sciences	0.8	0.8	0.8	0.0	0.0	0.0	0.0	3.7	0.0	0.5	1.1
Master's, Biological Sciences	0.8	0.0	0.6	2.3	0.0	0.0	0.0	2.4	0.0	0.0	0.6
Doctor of Arts (doctorate without dissertation)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Ph.D.	5.0	0.8	4.0	0.0	8.0	0.0	4.3	11.0	6.0	1.0	4.4
Ed.D.	0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.3
Other doctorate	0.5	0.0	0.4	2.3	2.0	0.0	1.1	0.0	0.0	0.0	0.0
None	2.4	2.5	2.4	4.7	6.0	4.9	5.3	2.4	0.0	1.6	1.4

Table 3. The University Backgrounds of M.U.N. Graduates by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Educ. Applied Fields	Total	Science	Humanities Social Science	Educa. Applied Fields	Total
Current Registration Status (1971-72) (6,a)											
Are you enrolled as a student during the academic year 1971-72?											
Yes, full time	17.2	10.7	15.6	2.3	14.0	9.8	11.7	40.2	19.3	8.9	18.2
Yes, part time	19.3	24.8	20.6	16.3	10.0	24.4	17.0	12.2	18.1	28.3	22.0
No, not enrolled	62.3	64.5	62.8	79.1	76.0	65.9	70.2	45.1	62.7	62.3	59.0
Age at Graduation (65 and 4)											
21 or under	21.4	33.1	24.2	23.3	26.0	22.0	24.5	45.1	27.7	13.6	24.2
22 years	15.8	20.7	17.0	9.3	18.0	14.6	16.0	20.7	10.8	20.4	18.2
23	9.2	8.3	9.0	16.3	8.0	12.2	10.6	7.3	8.4	7.9	7.7
24	7.9	3.3	6.8	7.0	2.0	22.0	10.6	7.3	3.6	6.3	5.8
25	9.5	5.0	8.4	4.7	8.0	9.8	8.5	7.3	10.8	8.9	8.8
26-29	17.9	9.1	15.8	16.3	28.0	7.3	19.1	8.5	15.7	16.8	14.9
30-34	11.1	5.0	9.6	16.3	4.0	2.4	3.2	1.2	13.3	13.1	10.5
35-39	2.6	5.8	3.4	2.3	2.0	4.9	3.2	1.2	2.4	4.7	3.6
40 years and above	4.5	9.9	5.8	4.7	4.0	4.9	4.3	1.2	7.9	8.4	6.3
How many years elapsed between commencing university degree and obtaining first degree? (22a)											
3 years or less	3.4	5.8	4.0	2.3	4.0	0.0	2.1	4.9	7.2	2.6	4.7
4 years	30.6	43.8	33.8	30.2	34.0	31.7	31.9	53.7	44.6	22.5	34.7
5-7 years	49.1	30.6	44.6	46.5	58.0	56.1	55.3	34.1	38.6	46.1	41.6
8-10 years	9.2	9.9	9.4	16.3	4.0	7.3	6.4	2.4	7.2	13.6	9.4

(Cont'd)

Table 3. The University Backgrounds of M.U.N. Graduates by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Educa. Applied Fields	Total	Science	Humanities Social Science	Educa. Applied Fields	Total
11-15 years	4.0	4.1	4.0	2.3	0.0	2.4	1.1	1.2	1.2	8.4	5.0
over 15 years	2.4	5.0	3.0	2.3	0.0	2.4	1.1	0.0	1.2	6.3	3.6
Years in Full-Time M.U.N. Attendance (23)											
One year or less	5.8	11.6	7.2	0.0	0.0	2.4	2.1	3.7	1.2	15.2	9.4
Two years	14.8	8.3	13.2	9.3	12.0	22.0	16.0	13.4	15.7	11.5	12.9
Three years	45.6	54.5	47.8	62.8	52.0	63.4	55.3	53.7	44.6	39.8	44.1
Four years	22.2	22.3	22.2	25.6	30.0	7.3	20.2	14.6	24.1	25.7	22.3
Five years or more	7.9	0.8	6.2	2.3	4.0	4.9	4.3	7.3	9.6	5.2	7.2
Student Registration Status (31)											
All undergraduate work taken as full-time student	67.5	67.8	67.6	76.7	88.0	58.5	74.5	82.9	63.9	57.1	64.7
Half or more of courses taken as a full-time student	23.7	19.8	22.8	20.9	10.0	34.1	20.2	12.2	27.7	26.7	23.7
Half or more of courses taken as a part-time student	6.6	10.7	7.6	2.3	2.0	7.3	4.3	0.0	4.8	15.2	9.1

TABLE 4

Academic Self-Rating of M.U.N. Graduates
by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Educ. Applied Fields	Total
Degree Standing (24)											
First Class	8.7	14.0	10.0	9.3	12.0	2.4	7.4	13.4	9.6	10.5	10.7
Second Class	53.6	56.2	54.2	58.1	66.0	53.7	58.5	46.3	47.0	57.1	52.6
Third Class	26.6	21.5	25.4	11.6	14.0	36.6	24.5	19.5	36.1	27.2	27.3
Other	4.7	5.0	4.8	18.6	2.0	4.9	3.2	9.8	1.2	2.1	3.6
Self-Rating in Faculty (30)											
Among the best	12.4	15.7	13.2	14.0	22.0	12.2	18.1	14.6	33.3	10.5	11.8
Above average	28.2	24.0	27.2	25.6	32.0	17.1	24.5	31.7	25.3	26.7	28.1
About average	57.8	57.9	57.8	60.5	44.0	68.3	55.3	50.0	60.2	61.3	58.1
Below average	0.8	0.8	0.8	0.0	0.0	2.4	1.1	1.2	0.0	1.0	0.8
Self-Rating in University (30)											
Among the best	8.7	5.8	8.0	7.0	16.0	4.9	10.6	12.2	9.6	4.7	7.4
Above average	29.8	25.6	28.8	23.3	34.0	22.0	27.7	48.8	20.5	25.1	29.8
About average	56.2	62.0	57.6	69.8	46.0	58.5	52.1	34.1	65.1	64.9	57.6
Below average	2.9	2.5	2.8	0.0	2.0	14.6	7.4	0.0	0.0	3.7	1.9
Percentage Grade, Final Year (32)											
80-100	11.3	17.4	12.8	7.0	18.0	9.8	13.8	11.0	14.5	14.1	13.2
70-79	49.9	44.6	48.6	51.2	48.0	43.9	44.7	52.4	43.4	50.3	49.3
65-69	26.6	26.4	26.6	32.6	26.0	24.4	24.5	20.7	33.7	25.1	26.4
55-64	10.0	9.1	9.8	7.0	8.0	22.0	14.9	11.0	4.8	9.9	8.8
50-54	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.5	0.0	0.4	2.3	0.0	0.0	0.0	0.0	1.2	0.0	0.3

TABLE 5

Patterns of University Experience by
Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Educ. Applied Fields	Total
Undergraduate Major (7,2)											
Agriculture and/or Forestry	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Architecture and/or Design	0.3	0.0	0.2	0.0	2.0	0.0	1.1	0.0	0.0	0.0	0.0
Biological Sciences	10.6	5.8	9.4	4.7	16.0	0.0	8.5	34.1	1.2	4.2	10.2
Business, Commerce	2.4	0.0	1.8	0.0	6.0	0.0	3.2	0.0	0.0	3.1	1.7
Physical Education	0.5	2.5	1.0	0.0	0.0	2.4	1.1	0.0	0.0	2.1	1.1
Primary Education	0.3	2.5	0.8	0.0	0.0	0.0	0.0	0.0	0.0	2.1	1.1
Elementary Education	1.8	8.3	3.4	0.0	0.0	4.9	2.1	0.0	0.0	7.9	4.1
High School Educ.	8.2	6.6	7.8	14.0	12.0	14.6	12.8	0.0	1.2	8.9	5.8
Counselling & Guid.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Home Economics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Educational Admin.	0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.3
Other Educ. Fields	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Chemical Engineering	0.5	0.0	0.4	0.0	2.0	0.0	1.1	1.2	0.0	0.0	0.3
Electrical Engr.	2.4	0.0	1.8	7.0	4.0	0.0	2.1	4.9	0.0	0.0	1.1
Mechanical Engr.	1.1	0.0	0.8	0.0	0.0	0.0	0.0	3.7	0.0	0.5	1.1
Other Engr. Fields	2.6	0.0	2.0	4.7	4.0	0.0	2.1	7.3	0.0	0.0	1.7
Art	0.3	0.0	0.2	0.0	0.0	2.4	1.1	0.0	0.0	0.0	0.0
Drama and Speech	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Music	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Geography	3.2	2.5	3.0	0.0	0.0	2.4	2.1	0.0	6.0	4.2	3.6
Medicine	0.5	0.0	0.4	0.0	0.0	0.0	0.0	2.4	0.0	0.0	0.6
Nursing	0.0	1.7	0.4	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.6
Other Health Fields	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
English Lang. & Lit.	8.4	18.2	10.8	14.0	8.0	14.6	10.6	0.0	16.9	12.0	10.5
French	3.2	5.8	3.8	0.0	0.0	2.4	1.1	0.0	9.6	5.2	5.0
German	0.0	0.8	0.2	0.0	2.0	0.0	1.1	0.0	0.0	0.0	0.0
Spanish	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 5 (Cont'd.)

Patterns of University Experience by Sex and Year of Graduation (Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Educ. Applied Fields	Total
Other foreign language	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Classics	0.0	0.8	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.3
Folklore	0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.0	1.2	0.0	0.3
History	14.2	6.6	12.4	30.2	12.0	24.4	17.0	0.0	13.3	11.0	9.1
Philosophy	0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.3
Religion and Theology	1.1	0.8	1.0	0.0	0.0	0.0	0.0	0.0	1.2	2.1	1.4
Other Humanities Fields	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Journalism	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Law	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Library Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mathematics and Statistics	6.6	3.3	5.8	0.0	0.0	4.9	2.1	8.5	1.2	9.4	7.4
Chemistry	1.3	1.7	1.4	0.0	4.0	0.0	2.1	6.1	0.0	0.0	1.4
Earth Sciences	1.8	0.0	1.4	0.0	0.0	0.0	0.0	3.7	1.2	1.6	1.9
Physics	2.6	0.0	2.0	4.7	4.0	0.0	2.1	6.1	0.0	0.5	1.7
Sociology and Anthropology	1.3	2.5	1.6	0.0	4.0	0.0	2.1	0.0	4.8	1.0	1.7
Economics	1.8	0.8	1.6	0.0	4.0	0.0	2.1	0.0	7.2	0.0	1.7
Political Sci.	1.3	0.8	1.2	0.0	0.0	0.0	0.0	1.2	3.6	1.0	1.7
Psychology	3.4	6.6	4.2	2.3	0.0	0.0	0.0	0.0	13.3	4.7	5.5
Social Work	0.3	5.0	1.4	0.0	0.0	0.0	0.0	0.0	7.2	0.5	1.9
All Other Fields	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
None	0.3	0.0	0.2	0.0	0.0	0.0	0.0	1.2	0.0	0.0	0.3
Undergraduate Degree (7,4)											
Agriculture and/or Forestry	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 5 (Cont'd.)

Patterns of University Experience by
Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Educ. Applied Fields	Total
Undergraduate Degree Cont'd. (7,4)											
Architecture and/or Design	0.3	0.0	0.2	0.0	2.0	0.0	1.1	0.0	0.0	0.0	0.0
Biological Sciences	11.9	5.8	10.4	4.7	20.0	0.0	10.6	40.2	1.2	3.1	11.0
Business, Commerce	4.2	0.0	3.2	0.0	8.0	0.0	4.3	0.0	2.4	5.2	3.3
Physical Education	1.1	3.3	1.6	0.0	0.0	2.4	1.1	0.0	0.0	3.1	1.9
Primary Education	0.0	11.6	2.8	4.7	0.0	2.4	1.1	0.0	0.0	5.8	3.0
Elementary Educ.	7.7	19.8	10.6	2.3	2.0	12.2	6.4	0.0	9.6	19.9	12.7
High School Educ.	37.3	25.6	34.8	53.5	18.0	68.3	40.4	6.1	21.7	44.0	31.1
Counselling and Guidance	0.5	2.5	1.0	0.0	0.0	0.0	0.0	0.0	0.0	2.6	1.4
Home Economics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Educational Admin.	0.5	0.0	0.4	2.3	0.0	0.0	0.0	0.0	0.0	0.5	0.3
Other Educ. Fields	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Chemical Engring.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Electrical Engring.	1.1	0.0	0.8	2.3	2.0	0.0	1.1	2.4	0.0	0.0	0.6
Mechanical Engring.	0.3	0.0	0.2	0.0	0.0	0.0	0.0	1.2	0.0	0.0	0.3
Other Engr. Fields	1.6	0.0	1.2	4.7	2.0	0.0	1.1	3.7	0.0	0.0	0.8
Art	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Drama & Speech	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Music	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Geography	0.5	0.8	0.6	0.0	0.0	0.0	0.0	0.0	2.4	0.5	0.8
Medicine	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nursing	0.0	2.5	0.6	0.0	0.0	0.0	0.0	0.0	0.0	1.6	0.8
Other Health Fields	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
English Language and Literature	3.2	4.1	3.4	4.7	4.0	0.0	2.1	0.0	12.0	1.6	3.6
French	0.5	2.5	1.0	0.0	0.0	0.0	0.0	0.0	4.8	0.5	1.4
German	0.0	0.8	0.2	0.0	2.0	0.0	1.1	0.0	0.0	0.0	0.0
Spanish	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Classics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 5 (Cont'd.)

Patterns of University Experience by
Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Educ. Applied Fields	Total
Undergraduate Degree Cont'd. (7,4)											
Folklore	0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.0	1.2	0.0	0.3
History	2.4	1.7	2.2	4.7	8.0	0.0	4.3	0.0	6.0	0.0	1.4
Philosophy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Religion and Theology	1.1	0.0	0.8	0.0	0.0	0.0	0.0	0.0	1.2	1.6	1.1
Other Humanities Fields	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Journalism	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Law	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Library Science	0.3	0.0	0.2	0.0	2.0	0.0	1.1	0.0	0.0	0.0	0.0
Mathematics and Statistics	2.4	0.0	1.8	2.3	4.0	0.0	2.1	6.1	0.0	0.5	1.7
Chemistry	1.3	1.7	1.4	0.0	4.0	0.0	2.1	6.1	0.0	0.0	1.4
Earth Sciences	1.8	0.0	1.4	2.3	0.0	0.0	0.0	4.9	1.2	0.5	1.7
Physics	2.6	0.0	2.0	4.7	4.0	0.0	2.1	6.1	0.0	0.5	1.7
Sociology and Anthropology	1.3	1.7	1.4	0.0	6.0	0.0	3.2	0.0	4.8	0.0	1.1
Economics	1.1	0.8	1.0	0.0	0.0	0.0	0.0	0.0	6.0	0.0	1.4
Political Science	0.5	0.8	0.6	0.0	2.0	0.0	1.1	0.0	2.4	0.0	0.6
Psychology	1.6	1.7	1.6	0.0	0.0	0.0	0.0	0.0	9.6	0.0	2.2
Social Work	0.3	5.8	1.6	0.0	0.0	0.0	0.0	0.0	8.4	0.5	2.2
All Other Fields	0.3	0.0	0.2	0.0	0.0	0.0	0.0	1.2	0.0	0.0	0.3
None	0.8	0.0	0.6	0.0	0.0	0.0	0.0	2.4	0.0	0.5	0.8

TABLE 5 (Cont'd.)

Patterns of University Experience by
Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Educ. Applied Fields	Total
Major Field Change (28) Did you change your M.U.N. major field of study?											
Yes, I changed my major field	21.1	26.4	22.4	16.3	8.0	31.7	19.1	8.5	36.1	25.1	24.0
I seriously considered changing my major field	10.0	6.6	9.2	7.0	10.0	12.2	10.6	12.2	8.4	7.9	9.1
I considered changing, but not seriously	24.8	16.5	22.8	30.2	26.0	24.4	24.5	24.4	16.9	22.5	21.5
I never considered it	34.6	44.6	37.0	39.5	44.0	29.3	37.2	43.9	28.9	37.7	36.6
Reasons for Major Field Change (definitely yes and somewhat) (29,2)											
Grades too low	5.8	5.8	5.8	0.0	2.0	9.7	5.4	2.4	8.4	7.8	6.6
Grades high enough to permit transfer	6.1	8.3	6.6	4.7	2.0	7.3	4.2	3.6	13.4	5.8	7.4
Dissatisfaction with intended major	10.3	12.4	10.8	2.3	6.0	9.8	7.5	4.8	24.1	11.0	12.7
Completed requirements to transfer	4.5	6.6	5.0	2.3	0.0	7.3	4.3	2.4	10.8	4.7	5.5
Found another major more interesting	12.4	14.1	12.8	7.0	2.0	14.7	7.4	6.1	24.1	15.1	12.9
More job opportunities in the new major field	3.6	5.8	4.2	0.0	0.0	2.4	1.1	4.9	8.4	4.7	5.5

TABLE 5 (Cont'd.)

Patterns of University Experience by
Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Educ. Applied Fields	Total
Led to occupation with greater prestige	2.1	1.6	2.0	0.0	0.0	2.4	1.1	2.4	7.2	0.5	2.5
My career interests changed	7.9	8.3	8.0	0.0	2.0	14.7	7.4	4.8	18.0	6.8	9.1
My academic interests changed	12.1	13.2	12.4	4.6	2.0	19.6	9.6	7.3	25.3	12.0	14.0
Degree Change (27) Did You Change Your M.U.N. Degree Program?											
Yes, I changed my degree program	16.6	17.4	16.8	14.0	18.0	14.6	16.0	14.6	22.9	14.7	17.4
I seriously considered changing	16.1	13.2	15.4	11.6	12.0	26.8	18.1	18.3	14.5	13.6	15.2
I considered changing, but not seriously	33.2	26.4	31.6	32.6	34.0	22.0	27.7	32.9	30.1	34.6	32.5
I never considered it	32.7	43.0	35.2	41.9	34.0	36.6	36.2	32.9	32.5	36.1	34.2
Reasons for Degree Change (29, 1)											
Grades too low	4.2	4.1	4.2	7.0	0.0	0.0	0.0	3.6	7.2	4.7	5.0
Grades high enough to permit transfer	6.1	6.6	6.2	7.0	2.0	2.4	2.1	6.1	12.0	5.2	7.1
Dissatisfaction with intended degree	9.8	13.2	10.6	9.4	8.0	9.7	8.6	7.3	15.6	10.5	11.3

TABLE 5 (Cont'd.)

Patterns of University Experience by
Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Educ. Applied Fields	Total
Completed requirements to transfer	5.0	5.8	5.2	4.7	0.0	2.4	1.1	6.1	8.4	5.7	6.3
Found another degree more interesting	10.5	14.0	11.4	9.3	8.0	12.2	9.5	8.6	18.1	11.0	12.1
More job opportunities in the new degree program	5.6	9.9	6.6	11.7	4.0	0.0	2.2	6.1	9.6	5.7	7.1
Led to occupation with greater prestige	3.2	4.1	3.4	2.3	2.0	0.0	1.1	2.4	9.6	2.6	4.2
Career interests changed	9.1	10.8	11.0	11.7	10.0	4.9	7.5	11.0	19.2	8.4	11.9
Academic interests changed	9.7	11.6	10.2	9.3	2.0	2.4	2.1	11.0	18.0	10.0	12.4
If You Were To Start University Over Again, Would You Still Choose The Same Route? (25)											
Definitely yes	8.7	15.7	10.4	9.3	10.0	0.0	6.4	11.0	9.6	13.1	11.6
Probably yes	34.8	43.0	36.8	41.9	46.0	19.5	33.0	40.2	43.4	33.0	37.2
Probably no	34.0	27.3	32.4	30.2	30.0	56.1	40.4	25.6	37.3	29.8	30.6
Definitely no	20.1	14.0	18.6	16.3	14.0	24.4	19.1	17.1	9.6	23.0	18.7

TABLE 5 (Cont'd.)

Patterns of University Experience by
Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Educ. Applied Fields	Total
If No, Would You Choose Another Field (26)											
Very close to your own	24.5	28.1	25.4	27.9	28.0	12.2	21.3	26.8	22.9	27.2	26.2
Not close, but related	18.5	12.4	17.0	16.3	10.0	36.6	21.3	14.6	19.3	14.7	16.0
Quite different	19.0	10.7	17.0	16.3	14.0	31.7	21.3	11.0	14.5	19.4	16.0

TABLE 6

Selected Undergraduate Experiences by M.U.N.
Graduates by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Educ. Applied Fields	Total
Percentage Responding "Yes" to the Following Undergraduate Experiences (43)											
Elected to student office	17.7	14.9	17.0	34.9	22.0	19.5	20.2	24.4	15.7	8.9	14.0
Played on a univ. athletic team	19.3	9.9	17.0	32.6	22.0	22.0	21.3	15.9	12.0	13.6	14.0
Changed long term career plans	23.7	19.8	22.8	20.9	18.0	12.2	14.9	32.9	36.1	16.2	25.1
Flunked a course	64.1	46.3	59.8	69.8	56.0	53.7	55.3	59.8	67.5	56.5	59.8
Changed major field	25.1	28.1	25.8	18.6	14.0	31.7	22.3	13.4	38.6	28.3	27.5
Fell in love	35.1	39.7	36.2	30.2	30.0	34.1	30.9	41.5	48.2	31.9	38.3
Had lead in univ. play	2.9	4.1	3.2	4.7	6.0	2.4	4.3	0.0	12.0	0.0	2.8
Wrote article for univ. paper or magazine	12.7	12.4	12.6	16.3	18.0	19.5	19.1	11.0	21.7	4.7	10.5
Rec'd. treatment in Student Health Centre	21.6	38.0	25.6	2.3	0.0	2.4	1.1	34.1	34.9	34.6	34.7
Participated in Honours Program	9.2	7.4	8.8	7.0	24.0	4.9	14.9	7.3	18.1	3.1	7.4
Placed on academic probation	14.2	5.0	12.0	11.6	8.0	7.3	7.4	14.6	12.0	13.1	13.2
Voted in student election	81.5	79.3	81.0	97.7	78.0	80.5	78.7	82.9	80.7	77.5	79.6
Joined student political club	25.9	20.7	24.6	46.5	22.0	24.4	22.3	24.4	26.5	19.4	22.6
Worked in univ. political campaign or election	12.7	17.4	13.8	20.9	4.0	14.6	8.5	13.4	20.5	11.5	14.3

TABLE 6 (Cont'd.)

Selected Undergraduate Experiences by M.U.N.
Graduates by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Educ. Applied Fields	Total
Was guest in an instructor's home	37.5	54.5	41.6	46.5	46.0	39.0	42.6	37.8	51.8	36.1	40.8
Chatted with univ. president	35.6	36.4	35.8	58.1	34.0	29.3	31.9	30.5	43.4	32.5	34.2
Met with chairman of major department	64.6	59.5	63.4	72.1	74.0	61.0	67.0	57.3	67.5	59.7	61.4
Served on a joint student-faculty committee	8.7	11.6	9.4	7.0	2.0	4.9	3.2	13.4	21.7	5.8	11.3
Took part in a student protest or demonstration	33.8	28.1	32.4	51.2	16.0	19.5	17.0	41.5	41.0	27.7	34.2
Called an instructor by his first name	29.3	30.6	29.6	20.9	20.0	17.1	18.1	37.8	49.4	25.7	33.6
Talked with an instructor about personal matters	39.1	33.9	37.8	46.5	32.0	22.0	27.7	30.5	47.0	40.3	39.4
Discussed with an instructor a topic of intellectual interests	66.5	72.7	68.0	62.8	70.0	58.5	64.9	70.7	79.5	64.9	69.4
Engaged in social conversation with an instructor	66.8	79.3	69.8	69.8	66.0	53.7	60.6	72.0	83.1	67.0	72.2
Took an active part in a club or activity sponsored by students or teachers in your faculty	45.4	43.0	44.8	79.1	48.0	34.1	40.4	47.6	36.1	41.4	41.9
Loaned money to other students	31.9	21.5	29.4	27.9	18.0	26.8	21.3	37.8	37.3	27.2	31.7

TABLE 6 (Cont'd.)

Selected Undergraduate Experiences by M.U.N.
Graduates by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Educ. Applied Fields	Total
Worked as a teaching assistant	23.5	15.7	21.6	16.3	24.0	17.1	20.2	43.9	24.1	13.1	22.6
Awarded a scholarship worth $500 a year or more	17.4	19.0	17.8	39.5	34.0	14.6	24.5	17.1	13.3	13.1	13.8
Had faculty member act as a sponsor when looking for a job	25.3	19.8	24.0	23.3	32.0	12.2	22.3	32.9	31.3	17.8	24.5
Attended a talk given by a visiting lecturer	88.1	84.3	87.2	93.0	86.0	85.4	85.1	87.8	94.0	83.8	87.1
Asked questions in class	87.6	86.0	87.2	97.7	86.0	80.5	83.0	84.1	89.2	86.9	87.1
Debated a point with a professor in class	57.5	59.5	58.0	46.5	58.0	53.7	55.3	52.4	67.5	59.2	60.1

TABLE 7

Institutional Evaluation by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
General Satisfaction (11) In General how did you feel about your undergraduate years at MUN?											
It was a good place for me	44.9	44.6	44.8	62.8	32.0	36.6	34.0	46.3	48.2	44.0	45.5
It was fairly good for me	50.1	48.8	49.8	37.2	62.0	56.1	58.5	45.1	45.8	52.4	49.0
It was not the place for me	3.4	5.8	4.0	0.0	6.0	7.3	6.4	4.9	2.4	3.7	3.9
MUN Satisfaction (10) Do you think you would have been more satisfied with a degree from another university?											
Definitely yes	4.0	8.3	5.0	2.3	8.0	7.3	7.4	2.4	3.6	5.8	4.7
Probably yes	24.5	26.4	25.0	16.3	24.0	39.0	30.9	22.0	30.1	23.0	24.5
Probably no	55.4	57.0	55.8	67.4	56.0	43.9	50.0	53.7	55.4	57.6	55.9
Definitely no	15.0	8.3	13.4	14.0	10.0	9.8	9.6	19.5	10.8	13.6	14.3

TABLE 7 (cont'd)

Institutional Evaluation by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Percentage Agreeing Strongly or With Reservations (8:3)											
As an undergraduate you were basically satisfied with the education you received	63.0	63.6	63.2	67.4	68.0	56.1	62.8	58.5	69.8	62.3	62.8
Percentage Rating The Following Excellent or Good: (9:5)											
Your own university education	55.4	55.3	55.4	62.8	60.0	31.7	46.8	63.4	55.4	55.0	56.7

Table 8

Assessment of University Size and Growth by
Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts/Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
In Your Graduating Year Did You Regard M.U.N. as: (18,b)											
Too big	22.7	30.6	24.6	4.7	12.0	22.0	16.0	31.7	28.9	28.3	29.2
About right	66.8	57.9	64.6	53.5	70.0	70.7	69.1	63.4	68.7	64.4	64.7
Too small	9.8	8.3	9.4	41.9	18.0	7.3	13.8	4.9	2.4	4.2	4.4
In Your Graduating Year Did You Regard Your Department as: (18,a)											
Too big	24.3	28.9	25.4	9.3	12.0	26.8	18.1	23.2	18.1	36.6	29.2
About right	62.0	55.4	60.4	60.5	62.0	61.0	61.7	67.1	65.1	55.5	60.1
Too small	12.9	12.4	12.8	30.2	24.0	12.2	18.1	9.8	16.9	5.2	9.4
Did Your Department Change in Size While You Were an Undergraduate at M.U.N., If So, Did it Become: (17)											
Much larger	46.4	42.1	45.4	39.5	32.0	68.3	47.9	35.4	43.4	50.8	45.5
Somewhat larger	40.9	42.1	41.2	44.2	52.0	26.8	39.4	43.9	41.0	40.3	41.3
About the same	10.0	14.0	11.0	16.3	12.0	4.9	9.6	15.9	13.3	7.3	10.7
Smaller	1.1	0.0	0.8	0.0	4.0	0.0	2.1	2.4	0.0	0.0	0.6

TABLE 9.

Student Influence on MUN Policy Making
by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
MUN Influence (20,b) How Much Opportunity did You Feel You Had as an Undergraduate to Influence MUN Policies?											
A great deal	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Quite a bit	1.1	0.8	1.0	0.0	0.0	2.4	1.1	1.2	1.2	1.0	1.1
Some	22.4	22.4	22.4	16.3	22.0	9.8	17.0	22.0	28.9	24.6	24.5
None	74.1	75.2	74.4	81.4	78.0	35.4	79.8	70.7	69.9	72.8	72.2
Departmental Influence (20,a) How Much Opportunity Did You Feel You Had as an Undergraduate to Influence Your Department?											
A great deal	0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.3
Quite a bit	2.4	2.5	2.4	2.3	2.0	0.0	1.1	1.2	1.2	4.2	2.8
Some	30.6	28.1	30.0	20.9	28.0	19.5	24.5	42.7	33.7	27.7	32.5
None	65.2	68.6	66.0	74.4	70.0	80.5	73.4	53.7	65.1	66.0	63.1
Major Field Administration (19) Did You Feel that the Administration of Your Major Field Department at MUN was:											
Very autocratic	11.6	14.0	12.2	7.0	10.0	12.2	10.6	22.0	12.0	10.5	13.2
Somewhat autocratic	45.9	47.9	46.4	44.2	48.0	48.8	46.8	46.3	43.4	47.1	46.6
Somewhat democratic	37.2	28.1	35.0	44.2	32.0	34.1	34.0	29.3	38.6	34.6	34.2
Very democratic	4.7	5.8	5.0	4.7	8.0	2.4	5.3	1.2	6.0	6.3	5.0

TABLE 10

Assessment of MUN Administration and Campus Regulations by Sex and Year of Graduation (Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Percentage Agreeing Strongly or With Reservations:											
MUN would have been better off with fewer administrators (8:7)	32.7	47.9	36.4	16.3	32.0	36.6	33.0	37.9	43.4	38.2	39.7
Most rules governing student behavior at MUN were sensible (8:8)	82.9	78.5	81.8	81.4	78.0	85.4	80.9	79.2	78.3	84.8	82.1
Campus rules at MUN were administered in a reasonable way (8:9)	82.3	83.5	82.6	86.1	86.0	82.9	84.0	76.8	86.7	82.2	81.8
The Board of Regents' only responsibilities should be to raise money and gain community support (22:13)	39.6	38.8	39.4	30.2	42.0	24.4	33.0	53.6	41.0	37.1	42.1

TABLE 10 (cont'd)

Assessment of MUN Administration and Campus Regulations
by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
University officials have the right to regulate student behavior off campus (22:20)	6.9	8.3	7.2	4.7	4.0	9.8	6.4	8.5	1.2	10.5	7.7
Percentage Rating the Following as "Excellent" or "Good"											
The administration (9:10)	50.1	30.6	45.4	65.2	54.0	58.5	56.4	34.2	44.6	40.8	40.2
The effectiveness of your University Board of Regents (9:11)	41.5	27.3	38.0	51.2	39.0	43.9	41.5	29.3	34.9	39.2	35.6

TABLE 11

Assessment of Selected University Resources
by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Percentage Rating the Following as Excellent or Good: (9:1,2,3,4,6, 7,8,9,12)											
General research resources (eg. library, labs, computers, space, Etc.)	64.1	60.4	63.2	46.5	58.0	65.9	61.7	63.4	59.0	70.1	65.6
Teaching aids and general educational facilities	55.6	43.0	52.6	32.6	46.0	51.2	48.9	57.3	55.4	55.5	55.9
Personal relations among faculty	51.0	50.4	50.8	60.5	50.0	43.9	45.8	50.0	53.0	49.7	51.0
Faculty/Student relations	42.2	33.9	40.2	55.8	46.0	22.0	35.1	41.5	36.1	39.8	39.7
The academic reputation of your department	61.3	52.8	59.2	62.8	50.0	31.7	41.5	73.2	65.1	58.1	63.4
The intellectual environment	54.3	38.0	49.6	60.4	44.0	46.4	41.5	59.8	44.6	49.7	50.4
The teaching load of professors	51.5	41.3	49.0	51.2	58.0	58.5	57.5	46.3	48.2	46.1	46.6
Ratio of teaching faculty to students	32.7	18.2	29.2	44.2	48.0	29.3	38.3	26.8	20.5	25.6	25.1
The main university library	63.1	54.5	61.0	51.2	48.0	61.0	54.2	59.7	54.2	70.1	63.9

TABLE 12

Assessment of Academic Standards by
Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts/Science	Education, Applied Fields	Total	Science	Humanities, Social Sciences	Education, Applied Fields	Total
Percentage of Respondents Indicating That Academic Standards in These Areas Should be "Much Higher" or "Somewhat Higher". (12)											
Undergraduate Admissions	48.8	53.7	50.0	39.6	54.0	48.8	51.1	56.1	48.2	49.8	51.0
Bachelor's Degrees	42.0	53.7	44.8	30.2	54.0	51.2	51.1	40.2	54.2	42.4	44.9
Graduate Admissions	25.6	34.7	27.8	30.3	40.0	29.3	34.0	24.4	27.7	24.6	25.9
Grading System	24.5	29.7	28.8	23.2	26.0	48.8	36.2	23.2	24.1	30.9	27.5
Scholarship and Awards	24.1	19.0	22.8	16.3	28.0	34.2	30.8	19.5	20.5	22.5	21.5
Admission to Honours Degree Programme	21.6	28.1	23.2	20.9	32.0	26.9	28.7	19.6	24.1	22.0	22.0

Table 13

Miscellaneous Attitudes Toward the M.U.N. Environment
Courses, Profs, and Institutional Change, by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Educatation Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Percentage Agreeing Strongly with Reservations (8:1,2,4,5,6, 10,11,12,13,14,15,16, 17,18)											
Most undergraduates were mature enough to be given more responsibilities for their own education	68.3	68.6	68.4	65.1	60.0	78.1	68.1	61.0	75.9	70.2	68.9
The undergraduate curriculum suffered from the specialization of faculty members	38.3	33.1	37.4	23.3	40.0	43.9	40.5	36.6	41.0	37.[illegible]	27.7
Most faculty at M.U.N. were strongly interested in the academic problems of undergraduates	42.7	37.1	41.4	72.1	48.0	31.7	41.5	41.4	33.7	37.6	37.8
The university rewarded conformity	71.7	66.1	70.4	72.1	84.0	75.6	79.8	64.6	78.3	64.9	67.8
The university stifled student creativity	41.7	47.1	43.0	37.2	54.0	48.8	50.0	42.7	44.5	40.3	41.9
M.U.N. was as concerned about student's personal values as it was with their intellectual development	37.5	25.6	34.6	58.1	42.0	36.6	40.5	34.1	32.5	27.8	30.3

Table 13 (cont'd)

Miscellaneous Attitudes Toward the M.U.N. Environment
Courses, Profs, and Institutional Change, by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Undergraduate Education Would Have Been Improved at M.U.N. if:											
All courses had been electives	36.4	42.2	37.8	16.3	30.0	43.9	35.1	31.7	43.4	44.5	41.0
Grades had been abolished	26.1	32.2	27.6	23.3	24.0	29.3	25.6	24.4	28.9	30.4	28.7
Course work had been more relevant to contemporary life and problems	82.6	83.5	82.8	76.7	78.0	85.4	80.9	78.1	84.4	86.4	84.0
More attention had been paid to the emotional growth of students	69.9	70.3	70.0	65.1	66.0	78.0	70.2	67.1	66.2	73.3	70.5
Students had been required to spend a year in community work or abroad	61.2	68.6	63.0	67.4	64.0	63.4	62.7	56.1	65.0	64.9	62.6
Students had been required to spend a year in employment in their field of interest	76.5	78.6	77.0	79.1	80.0	75.6	77.6	69.6	74.7	80.1	76.6
Colleges and universities had been governed completely by their faculty and students	50.9	43.8	49.2	46.5	52.0	43.9	47.8	51.2	42.1	53.4	49.8

Table 13 (cont'd)

Miscellaneous Attitudes Toward the M.U.N. Environment
Courses, Profs, and Institutional Change, by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
There had been less emphasis on specialized training and more on broad liberal education	45.7	52.1	47.2	51.1	48.0	53.7	50.0	40.3	51.8	46.6	46.0
Percentage Indicating That the Following Were "Almost Always True" or "Usually True" at M.U.N. (35)											
My grades understated the true quality of my work	45.6	28.1	41.4	60.5	50.0	41.5	44.7	37.8	34.9	40.3	38.3
Professors in my major field gave my work the attention it deserved	79.9	81.0	80.2	88.4	90.0	75.6	82.9	75.6	84.3	77.5	78.5
Professors gave my work too much attention	2.9	2.5	2.8	0.0	0.0	9.7	4.3	3.7	1.2	2.6	2.8
I worked hard at my studies	76.3	71.9	75.2	69.8	80.0	73.2	76.6	65.9	72.3	80.6	75.5
I found myself bored in class	38.0	36.3	37.6	30.2	22.0	48.8	32.9	34.1	42.1	40.3	39.7
I really didn't care what grades I obtained	11.6	6.6	10.4	14.0	2.0	17.1	8.5	12.2	6.0	12.1	10.5
It was possible to get good grades without really understanding the material	28.8	33.9	30.0	18.6	26.0	39.0	30.8	26.8	31.3	31.4	31.2

Table 13 (cont'd)

Miscellaneous Attitudes Toward the M.U.N. Environment
Courses, Profs, and Institutional Change, by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Some forms of cheating were necessary to obtain the grades I wanted	2.7	0.8	2.2	0.0	2.0	2.4	2.1	4.9	1.2	2.0	2.5
I think I would have been happier if I had never gone to M.U.N.	9.0	6.6	8.4	2.3	6.0	9.8	7.5	9.8	4.8	10.5	9.4
Getting a degree was more important to me than the content of my courses	29.1	20.7	27.0	20.9	32.0	36.6	35.1	25.6	24.1	26.2	25.6
Professors tended to reward nonconformity	11.3	20.7	13.6	4.7	4.0	21.9	11.7	8.5	12.0	18.3	15.1
The best way to make it was to tell the professors what they wanted to hear	72.8	71.9	72.6	60.5	68.0	82.9	73.4	70.7	66.3	78.6	73.8
Percentage Agreeing Strongly or with Reservations (22:6,7,8,9,10,11,12,14,15,16,21,22)											
Many professors in graduate departments exploit their students to advance their own research	56.4	43.8	53.4	53.5	54.0	63.4	57.4	57.3	54.3	49.2	52.4

Table 13 (cont'd)

Miscellaneous Attitudes Toward the M.U.N. Environment
Courses, Profs, and Institutional Change, by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1965 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Teaching effectiveness, not publications, should be the primary criterion for the promotion of M.U.N. faculty	90.0	89.2	89.8	93.1	92.0	92.7	91.5	81.7	91.6	90.5	89.0
Faculty promotions should be based in part on formal student evaluation of their teaching	74.9	71.9	74.2	72.1	68.0	73.2	70.2	79.3	77.1	73.8	75.4
An instructor at a technical college ought to get the same pay as a university professor of equal seniority	62.8	80.2	67.0	62.8	58.0	68.3	62.8	63.4	66.3	72.2	68.6
Opportunities for university education in Newfoundland should be available to all high school graduates who want it	74.2	67.0	72.4	76.7	68.0	75.6	71.3	65.9	75.9	73.8	72.2
M.U.N. should be actively engaged in solving social problems	90.2	80.2	87.8	88.3	90.0	97.6	92.5	90.2	85.5	85.4	86.5
Opportunities for post-secondary education, but excluding the university, should be open to all high school graduates	82.6	85.1	83.2	81.4	84.0	85.4	84.0	79.3	84.3	83.7	83.2

Table 13 (cont'd)

Miscellaneous Attitudes Toward the M.U.N. Environment
Courses, Profs, and Institutional Change, by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1965 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Collective bargaining by faculty members has no place in university	34.8	29.7	33.6	34.9	34.0	36.6	35.1	45.1	27.8	30.9	33.0
Undergraduates known to use marijuana regularly should be suspended	34.3	33.9	34.2	37.2	28.0	24.4	27.6	28.0	24.1	44.5	35.6
General political activities by students have no place on a college campus	11.9	8.3	11.0	4.6	12.0	7.3	9.6	8.5	9.6	15.2	12.2
Respect for the academic profession has declined over the past 15 years	78.4	74.4	77.4	86.1	76.0	80.5	76.6	70.8	83.1	77.5	76.6
A student's grades should not be revealed to anyone off campus without his consent	88.9	85.1	88.0	90.7	94.0	82.9	88.3	90.2	89.2	86.4	87.6

TABLE 14

The Preferences of M.U.N. Graduates Regarding the Role of Faculty by Sex and Year of Graduation (Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Percentage of Respondents Ranking the Following Activities of University Professors as FIRST in Importance (14)											
Provide a broad liberal education	46.7	48.8	47.2	58.1	54.0	43.9	48.9	34.1	61.4	43.5	45.5
Prepare students for their chosen occupation	41.2	41.3	41.2	32.6	34.0	39.0	36.2	52.4	31.3	45.0	43.5
Train graduate or professional students	2.6	2.5	2.6	2.3	4.0	2.4	3.2	3.7	0.0	3.1	2.5
Engage in research	4.0	2.5	3.6	4.7	4.0	4.9	4.3	4.9	1.2	3.7	3.3
Percentage of Respondents Ranking the Following Activities of University Professors as SECOND in Importance (14)											
Provide broad liberal education	30.1	28.9	29.8	20.9	26.0	34.1	29.8	36.6	22.9	31.9	30.9

cont'd ....

TABLE 14 (cont'd)

The Preferences of M.U.N. Graduates Regarding the Role of Faculty by Sex and Year of Graduation (Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Prepare students for their chosen occupation	29.8	33.1	30.6	30.2	34.0	31.7	33.0	22.0	33.7	32.5	30.0
Train graduate or professional students	24.3	14.9	22.0	25.6	14.0	14.6	13.8	31.7	22.9	20.9	23.7
Engage in research	10.6	14.9	11.6	14.0	20.0	9.8	14.9	7.3	13.3	10.5	10.5
Percentage of Respondents Ranking the Following Activities of Professors as THIRD in Importance (14)											
Provide broad liberal education	11.6	12.4	11.8	16.3	6.0	14.6	9.6	7.3	6.0	16.2	11.8
Occupational preparation	11.1	12.4	11.4	11.6	14.0	9.8	11.7	12.2	10.8	11.0	11.3
Train graduate students	43.3	47.9	44.4	37.2	48.0	36.6	42.6	52.4	41.0	45.0	45.7
Engage in research	23.5	20.7	22.8	27.9	20.0	19.5	20.2	20.7	30.1	20.9	22.9

TABLE 15

Satisfaction With Selected University Outcomes
by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduated			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Percentage "Very Satisfied" or "Satisfied" with the Following Aspects of their M.U.N. Education: (33)											
Ability to write and organize material	77.1	86.8	79.4	83.7	74.0	75.6	73.4	72.0	83.1	83.2	80.5
Ability to express ideas, or present a case verbally	59.3	61.2	59.8	60.5	60.0	61.0	59.6	51.2	65.1	60.8	59.8
Preparation for an occupation	59.7	60.3	59.8	69.8	68.0	63.4	64.9	52.4	60.2	58.6	57.3
General background of a liberal education	73.4	62.8	70.8	79.1	72.0	78.0	73.4	65.9	75.9	67.1	69.2
Ability to work on one's own	90.3	94.3	91.2	93.0	90.0	87.8	87.2	87.8	92.8	93.2	92.0
Ability to do original work	64.6	52.1	61.6	69.8	56.0	51.2	53.2	69.6	63.9	60.2	62.8
Preparation in subject specialty	72.5	66.9	71.2	76.7	80.0	56.1	68.1	72.0	69.9	72.2	71.3
Preparation for advanced academic work	58.8	54.5	57.8	62.8	64.0	46.3	54.2	59.8	56.6	58.7	58.1
Ability to make independent judgments	88.6	83.5	87.4	90.7	90.0	80.5	84.0	84.2	90.4	88.5	87.9

TABLE 16

M.U.N. Graduates' Ratings of Importance of Selected Academic Pursuits by Sex and Year of Graduation (Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960	1965 Graduates			1970 Graduates			
	Men	Women	Total	Graduates	Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Percentage Rating the Following Subjects as Extremely or Fairly Important (34) How Important is it that a student in your field get a firm grounding in:											
English	90.7	94.2	91.6	100.0	92.0	97.6	93.6	79.3	95.2	92.7	90.1
Mathematics	70.9	66.1	69.8	65.1	74.0	75.6	74.5	87.8	50.6	69.7	69.1
Physical Science	64.9	52.1	61.8	65.1	60.0	63.4	60.6	85.3	39.7	61.7	61.7
Life Science	69.9	74.4	71.0	72.1	64.0	82.9	72.3	65.9	66.3	83.8	70.5
Social Science	76.5	82.6	78.0	88.4	70.0	87.8	77.6	52.4	89.2	81.7	76.8
The Humanities	68.1	81.8	71.4	86.1	68.0	83.0	74.4	25.7	86.8	79.0	68.9
Art and Music	29.8	52.9	35.4	46.5	26.0	51.3	37.2	9.8	38.6	41.4	33.6
A Foreign Language	45.7	63.6	50.0	51.2	44.0	53.6	48.9	37.8	56.6	53.4	50.1

TABLE 17

Attitudes Toward Academic Freedom by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Percentage Agreeing Strongly or With Reservations (22:23, 24,25)											
Faculty members should be free on campus to advocate violent resistance to public authority	20.8	19.8	20.6	11.7	14.0	9.8	11.7	28.0	25.3	22.0	23.9
Faculty members should be free to present in class any idea that they consider relevant	86.5	85.2	86.2	76.8	90.0	78.0	83.0	96.3	91.6	83.2	88.2
Campus disruptions by militant students are a threat to academic freedom	72.3	60.4	69.4	74.4	78.0	60.7	73.4	60.7	63.9	69.1	67.7

TABLE 18

Attitudes Toward the Participation of Students in
University Decision Making by Sex and Year if Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Percentage Agreeing that M.U.N. Undergraduates Should Have Control or Voting Power on Committees on the Following: (13, a)											
Faculty appointment and promotion	23.5	22.3	23.2	11.6	8.0	17.1	12.8	29.3	24.1	28.3	27.3
Undergraduate admissions policy	24.0	24.8	24.2	23.3	8.0	19.5	12.8	30.4	26.5	26.2	27.2
Provision and content of courses	26.3	35.6	28.6	16.3	14.0	21.9	17.1	31.7	32.5	33.5	33.1
Student discipline	56.7	61.2	57.8	58.1	52.0	51.2	51.1	61.0	62.7	58.1	59.5
Bachelor's degree requirements	25.6	27.3	26.0	25.6	18.0	26.8	22.3	19.5	34.9	27.3	27.0
Scholarships and awards	24.6	23.9	24.4	18.6	14.0	24.4	18.1	15.9	30.1	30.4	26.7
Grading practices	29.0	30.6	29.4	18.6	12.0	29.3	20.2	23.2	33.7	37.7	33.1
Residence regulations	64.1	70.2	65.6	53.5	66.0	46.4	56.3	72.0	73.5	66.5	69.5
Percentage Agreeing that M.U.N. Graduate Students Should Have Control or Voting Power on Committees on the Following: (13, b)											

cont'd....

TABLE 18 (cont'd)

Attitudes Toward the Participation of Students in
University Decision Making by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Faculty appointment and promotion	41.1	38.9	40.6	25.6	24.0	31.7	27.7	45.1	47.0	46.6	45.8
Departmental graduate admissions policy	41.2	40.5	41.0	25.6	32.0	36.6	34.0	47.6	47.0	42.9	44.6
Provision and content of graduate courses	45.1	47.1	45.6	34.9	40.0	46.4	43.6	47.6	55.4	44.5	47.4
Student discipline	60.4	67.9	62.0	65.2	60.0	61.0	59.6	63.5	62.6	62.3	62.3
Advanced degree requirements	38.3	41.3	39.0	30.2	30.0	48.8	38.3	31.7	44.6	42.4	40.2
Scholarships and awards	34.8	37.2	35.4	30.2	22.0	39.0	29.8	24.4	39.7	42.4	37.5
Grading practices	42.0	51.2	44.2	39.5	26.0	51.2	37.2	36.6	48.2	51.3	46.6
Residence regulations	72.3	75.2	73.0	69.8	64.0	70.7	67.0	74.3	79.5	73.9	74.9

TABLE 19

Attitudes Toward Student Demonstrations by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
With Regard to the Revolt at Sir George Williams University, Were You in Sympathy With: (15)											
The students' aims and methods	0.3	1.7	0.6	0.0	0.0	4.9	2.1	1.2	0.0	0.0	0.3
Their aims but not their methods	24.5	24.0	24.4	27.9	26.0	19.5	22.3	20.7	30.1	23.0	24.5
Neither their aims nor their methods	19.0	14.0	17.8	18.6	32.0	14.6	24.5	9.8	19.3	16.8	16.0
I don't know enough to judge	49.3	52.1	50.0	44.2	36.0	56.1	44.7	62.2	49.0	49.7	52.1
No answer	5.5	5.8	5.6	4.7	6.0	2.4	4.3	6.1	1.2	8.4	6.1
How Would You Characterize Your Attitude Toward Recent Student Demonstrations in Canada? (16)											
Approved of demonstrator's aims and methods	4.0	2.5	3.6	2.3	0.0	2.4	1.1	8.5	8.4	1.0	4.4
Approved of their aims but not their methods	38.3	33.9	37.2	34.9	38.0	51.2	42.6	30.5	32.5	38.7	36.1
Disapproved of their aims	11.1	3.3	9.2	14.0	10.0	7.3	9.6	2.4	10.8	10.5	8.5

TABLE 19 (cont'd)

Attitudes Toward Student Demonstrations by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Uncertain or mixed feelings	42.0	52.1	44.4	44.2	48.0	39.0	43.6	48.8	44.6	43.5	44.6
Indifferent	3.7	7.4	4.6	2.3	4.0	0.0	2.1	9.8	2.4	5.2	5.5
What Do You Think of the Emergence of Student Radicalism? (21)											
Unreservedly approve	5.5	5.0	5.4	2.3	4.0	9.8	6.4	9.8	12.0	1.0	5.5
Approve with reservations	61.7	72.7	64.4	62.8	66.0	56.1	61.7	68.3	60.2	66.0	65.3
Disapprove with reservations	26.1	19.0	24.4	25.6	22.0	31.7	25.5	19.5	20.5	27.2	24.0
Unreservedly disapprove	5.3	0.8	4.2	4.7	6.0	2.4	4.3	1.2	4.8	5.2	4.1
Percentage Agreeing Strongly or With Reservations (22:17-19)											
Student demonstrations have no place on a college campus	21.9	15.7	20.4	25.6	24.0	22.0	22.4	15.9	13.3	24.1	19.3
Students who disrupt the functioning of the university should be expelled or suspended	66.5	61.1	65.2	53.5	82.0	73.2	77.6	64.6	56.6	66.5	63.4

TABLE 19 (cont'd)

Attitudes Toward Student Demonstrations by Sex and Year of Graduation (Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Most campus demonstrations are created by emotionally disturbed students trying to cause trouble	24.3	20.6	23.4	27.9	20.0	19.5	21.3	24.4	15.7	26.2	23.4

TABLE 20

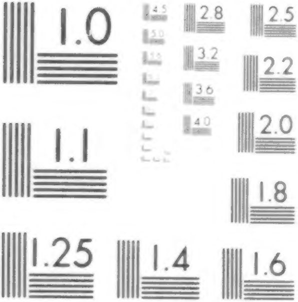
Sanctions for the Violation of Selected Student Regulations
by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Percentage Agreeing that "no action should be taken" or that the action taken should be a "reprimand or minor disciplinary action" for violation of the following residence rules (45)											
Coming in from a date two hours late	98.1	96.7	97.8	95.3	96.0	95.2	94.7	100.0	98.8	98.4	98.9
Cheating on exams	21.7	18.2	20.8	23.3	20.0	17.1	18.1	19.5	18.1	23.1	21.3
Drinking in living quarters	86.1	82.7	85.2	83.7	86.0	85.4	85.1	96.3	86.7	80.1	85.4
Being drunk	71.5	68.6	70.8	46.5	80.0	68.3	74.5	95.1	68.7	64.4	72.7
Being alone with a date in your room at night	88.1	88.5	88.2	79.1	90.0	87.8	87.2	95.1	91.5	85.8	89.5
Staying off campus overnight without permission	95.2	89.2	93.8	93.0	100.0	92.7	95.8	98.8	87.9	92.2	93.4
Organizing a student demonstration against some administrative policy	86.2	82.6	85.4	74.4	90.0	80.5	84.0	95.1	86.8	83.3	87.1

TABLE 20 cont'd

Sanctions for the Violation of Selected Student Regulations
by Sex and Year of Graduation
(Percentage Distribution)

Item Description & Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Writing off-colour stories in a student publication	89.0	83.4	87.6	83.7	92.0	75.6	84.0	95.1	87.9	86.4	89.0
Participating in a water fight or dormitory raid	89.2	85.1	88.2	86.1	94.0	82.9	88.3	95.1	89.2	84.9	88.4
Using LSD or speed off campus	62.8	71.1	64.8	44.2	62.0	56.1	58.5	83.0	72.3	60.2	68.9
Using LSD or speed on campus	26.6	29.7	27.4	18.6	24.0	24.4	23.4	37.8	40.9	19.9	29.4
Using marijuana off campus	81.8	77.6	80.8	69.8	90.0	73.1	80.8	92.7	86.8	74.8	82.1
Using marijuana on campus	60.1	53.7	58.6	48.8	66.0	60.9	63.9	74.4	71.1	46.6	58.5
Plagiarizing on a term paper	71.8	61.1	69.2	51.1	66.0	65.8	64.9	64.7	69.9	76.4	72.5


1.0
4.5
5.0
2.8
2.5
3.2
2.2
3.6
4.0
2.0
1.1
1.8
1.25
1.4
1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

TABLE 21

The Political Orientations of MUN Graduates by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Political Orientation at the Present Time(60:1)											
Left	3.7	1.7	3.2	4.7	4.0	0.0	2.1	2.4	9.6	0.5	3.3
Moderately left	31.7	28.9	31.0	32.6	34.0	31.7	33.0	31.7	41.0	24.6	30.3
Middle of the road	39.3	50.4	42.0	39.5	34.0	39.0	35.1	46.3	27.7	50.3	44.1
Moderately conservative	21.4	11.6	19.0	16.3	24.0	24.4	24.5	15.9	18.1	19.4	17.9
Strongly conservative	0.5	0.0	0.4	2.3	2.0	0.0	1.1	0.0	0.0	0.0	0.0
Politics as a MUN Student (60:2)											
Left	5.8	3.3	5.2	4.7	2.0	2.4	2.1	6.1	12.0	2.6	6.1
Moderately left	27.7	28.1	27.8	37.2	26.0	29.3	27.7	25.6	32.5	25.1	26.7
Middle of the road	46.7	45.5	46.4	46.5	58.0	46.3	51.1	51.2	31.3	48.7	45.2
Moderately conservative	14.8	13.2	14.4	7.0	12.0	12.2	12.8	11.0	16.9	17.3	15.7
Strongly conservative	0.8	0.0	0.6	0.0	0.0	4.9	2.1	0.0	0.0	0.5	0.3
Father's Politics While You Were Growing Up (60:3)											
Left	6.3	2.5	5.4	7.0	0.0	4.9	3.2	9.8	1.2	5.8	5.8
Moderately left	14.8	17.4	15.4	14.0	18.0	17.1	17.0	7.3	15.7	18.8	15.2

TABLE 21 (cont'd)

The Political Orientations of MUN Graduates by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Middle of the road	32.5	33.9	32.8	55.8	40.0	22.0	30.9	31.7	27.7	31.4	30.6
Moderately conservative	31.4	32.2	31.6	18.6	22.0	34.1	26.6	49.0	39.8	29.3	34.4
Strongly conservative	7.1	5.8	6.8	0.0	18.0	12.2	16.0	1.2	6.0	6.8	5.2
Whom did you vote for in the October 1971 provincial election? (57)?											
Liberal	13.5	14.0	13.6	16.3	12.0	17.1	14.9	8.5	7.2	17.8	12.9
P.C.	54.4	51.2	53.6	60.5	54.0	68.3	59.6	41.5	50.6	55.0	51.2
N.D.P.	3.7	1.7	3.2	2.3	0.0	2.4	1.1	2.4	12.0	1.0	3.9
Other	1.3	0.8	1.2	0.0	4.0	0.0	2.1	1.2	1.2	0.5	1.1
Did not vote	12.7	14.9	13.2	4.7	14.0	2.4	8.5	28.0	18.1	8.9	15.4
No answer	11.9	13.2	12.2	14.0	14.0	4.9	9.6	14.6	7.2	14.7	12.7
Whom did you vote for in the March 1972 provincial election? (58)											
Liberal	10.8	12.4	11.2	16.3	8.0	14.6	11.7	4.9	6.0	15.2	10.5
P.C.	58.0	55.4	57.4	60.5	60.0	63.4	60.6	48.8	59.0	56.5	56.2
N.D.P.	1.1	0.8	1.0	0.0	0.0	2.4	1.1	0.0	3.6	0.5	1.3
Other	0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.3
Did not vote	15.0	14.0	14.8	7.0	16.0	9.8	12.8	28.0	20.5	9.9	16.3
No answer	11.9	13.2	12.2	14.0	14.0	4.9	9.6	14.6	7.2	14.7	12.7

TABLE 21 (cont'd)

The Political Orientations of MUN Graduates by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates				1970 Graduates		
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
How active were you in the October 1971 election? (59,a)											
Very active	5.8	3.3	5.2	9.3	8.0	9.8	8.5	1.2	6.0	4.2	3.9
Fairly active	14.2	5.8	12.2	18.6	14.0	9.8	12.8	12.2	2.0	10.5	11.3
Not very active	20.8	18.2	20.2	2.3	18.0	29.3	23.4	19.5	19.3	22.5	21.5
Not active at all	56.2	66.9	58.8	69.8	56.0	46.3	50.0	64.6	54.2	60.7	59.8
How active were you in the March 1972 election?											
Very active	6.6	3.3	5.8	11.6	10.0	12.2	10.6	2.4	4.8	4.2	3.9
Fairly active	12.4	1.7	9.8	7.0	8.0	12.2	11.7	6.1	15.7	8.4	9.6
Not very active	20.3	20.7	20.4	11.6	22.0	26.8	23.4	22.0	14.5	22.0	20.7
Not active at all	56.7	66.9	59.2	69.8	56.0	43.9	48.9	64.6	56.6	61.3	60.6

TABLE 22

The Costs Associated with University Attendance
by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
How adequate were your finances when you were a student to meet your needs? (37)											
Very adequate	7.4	20.7	10.6	4.7	16.0	2.4	9.6	8.5	18.1	10.5	11.6
Adequate	48.8	63.6	52.4	48.8	50.0	46.3	46.8	63.4	45.8	55.0	54.3
Inadequate	26.9	9.9	22.8	25.6	22.0	39.0	30.9	19.5	18.1	20.9	20.4
Very inadequate	16.6	5.8	14.0	20.9	12.0	12.2	11.7	8.5	18.1	13.6	13.8
Apart from room and board, what would you estimate your total educational expenses in your senior year (include tuition, registration and other fees, books lab supplies, etc.) (38)											
Less than $250	2.9	3.3	3.0	0.0	2.0	2.4	2.1	2.4	6.0	3.1	3.6
$250-$499	12.1	12.4	12.2	37.2	26.0	12.2	19.1	3.7	10.8	7.3	7.4
$500-$999	40.6	52.9	43.6	39.5	40.0	36.6	37.2	51.2	45.8	44.5	45.7
$1000-$1499	23.2	23.1	23.2	18.6	22.0	24.4	23.4	25.6	21.7	23.0	23.7
$1500 or more	18.2	5.8	15.2	4.7	6.0	22.0	12.8	15.9	13.3	18.8	17.1
Which of the following were sources of income for you during your first or freshman year? (39A)											

TABLE 22 (cont'd)

The Costs Associated with University Attendance
by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Fellowship or scholarship	25.6	28.1	26.2	39.5	32.0	22.0	26.6	34.1	19.2	22.5	24.5
Teaching or research assistantship	7.3	10.8	8.2	4.7	2.0	19.5	10.6	2.4	3.6	12.0	8.0
Summer job	60.7	40.5	55.8	81.4	62.0	53.7	57.5	61.0	55.5	46.6	52.0
Part-time job during university session	8.8	5.0	7.8	9.3	10.0	7.3	8.5	11.0	12.0	3.7	7.4
Spouse's job	2.4	4.9	3.0	2.3	0.0	0.0	0.0	2.4	3.6	4.7	3.9
Full-time job while studying	0.8	2.5	1.2	2.3	0.0	0.0	0.0	1.2	0.0	2.0	1.4
Savings	43.8	36.4	42.0	44.2	44.0	43.9	43.6	43.9	38.5	42.4	41.4
Investments	1.9	2.5	2.0	0.0	4.0	4.9	4.3	2.4	1.2	1.5	1.7
Aid from family	66.3	70.2	67.2	65.1	78.0	73.2	73.4	65.9	68.7	65.5	65.8
Loans from family or friends	10.6	5.0	9.2	11.6	4.0	4.9	4.3	4.9	12.0	11.5	10.2
Government loans (Excluding Canada Student Loan)	12.4	14.0	12.8	4.7	4.0	19.0	12.7	13.4	7.2	16.2	13.8
Canada Student Loan	13.7	13.2	13.6	0.0	2.0	4.9	3.2	21.9	19.2	16.7	17.9
Government salary paid to students	6.9	13.2	8.4	4.7	4.0	4.9	4.3	9.8	13.2	8.4	9.9
Other	13.2	4.9	11.2	14.0	8.0	29.3	17.0	6.1	8.4	11.5	9.4
Which of the following were sources of income for you during your final or senior year? (39B)											

TABLE 22 (cont'd)

The Costs Associated with University Attendance
by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Fellowship or scholarship	13.2	14.9	13.6	34.9	26.0	12.2	19.1	13.4	8.4	8.4	9.7
Teaching or research assistantship	16.9	10.7	15.4	16.3	20.0	14.6	17.1	22.0	18.1	10.5	14.9
Summer job	71.3	55.4	67.4	76.8	76.0	68.3	70.2	76.8	63.9	60.7	65.5
Part-time job during university session	27.7	22.3	26.4	30.2	24.0	29.3	25.5	36.5	30.1	19.3	26.2
Spouse's job	17.1	9.9	15.4	9.3	18.0	14.6	17.0	12.2	18.1	15.7	15.7
Full-time job while studying	3.9	6.7	4.6	2.3	2.0	0.0	1.1	3.7	4.8	7.4	5.8
Savings	43.0	49.6	44.6	37.2	50.0	58.5	52.1	35.3	44.6	46.5	43.5
Investments	3.7	5.0	4.0	2.3	4.0	4.9	4.3	3.6	2.4	5.3	4.1
Aid from family	36.4	45.5	38.6	44.2	58.0	39.0	47.9	45.1	41.0	29.4	35.6
Loans from family or friends	10.9	8.2	10.2	14.0	8.0	7.3	7.4	9.7	14.5	8.4	10.5
Government loans (excluding Canada Student Loan)	11.9	4.9	10.2	11.6	4.0	12.2	7.4	14.6	8.4	9.4	10.8
Canada Student Loan	42.5	37.2	41.2	7.0	14.0	19.5	17.0	56.1	50.6	50.8	51.5
Government salary paid to students	23.8	15.7	21.8	4.7	4.0	9.8	7.4	22.0	25.3	31.5	27.6
Other	10.6	4.9	9.2	11.6	8.0	36.6	20.2	2.4	6.0	7.8	6.1
Percentage indicating that the following was the prime source of income in freshman year (39A:I)											

TABLE 22 (cont'd)

The Costs Associated with University Attendance
by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Fellowship or scholarship	12.9	13.2	13.0	16.3	22.0	12.2	17.0	14.6	10.8	11.0	11.6
Teaching or research assistantship	1.6	1.7	1.6	2.3	0.0	4.9	2.1	1.2	0.0	2.1	1.4
Summer job	19.5	5.8	16.2	25.6	12.0	19.5	14.9	24.4	13.3	12.0	15.4
Part-time job during university session	1.1	0.0	0.8	0.0	0.0	0.0	0.0	3.7	1.2	0.0	1.1
Spouse's job	1.1	4.1	1.8	0.0	0.0	0.0	0.0	0.0	2.4	3.7	2.5
Full-time job while studying	0.5	1.7	0.8	2.3	0.0	0.0	0.0	1.2	0.0	1.0	0.8
Savings	9.5	3.3	8.0	9.3	16.0	4.9	10.6	3.7	8.4	8.4	7.2
Investments	0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.3
Aid from family	24.3	32.2	26.2	23.3	32.0	26.8	28.7	24.4	27.7	26.2	25.9
Loans from family or friends	0.5	0.0	0.4	0.0	0.0	0.0	0.0	0.0	1.2	0.5	0.6
Government loans (excluding Canada Student Loan)	4.0	5.8	4.4	2.3	0.0	12.2	5.3	1.2	3.6	5.8	4.4
Canada Student Loan	5.0	6.6	5.4	0.0	0.0	0.0	0.0	7.3	12.0	5.8	7.4
Government salary paid to students	0.3	3.3	1.0	0.0	0.0	0.0	0.0	0.0	3.6	1.0	1.4
Other	2.9	0.8	2.4	0.0	2.0	4.9	3.2	2.4	3.6	2.1	2.5
Percentage indicating what the following was the prime source of income in senior year (39B:I)											

TABLE 22 (cont'd)

The Costs Associated with University Attendance by Sex and Year of Graduation (Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Fellowship or scholarship	5.5	6.6	5.8	11.6	8.0	7.3	7.4	7.3	3.6	4.2	4.7
Teaching or research assistantship	2.1	0.8	1.8	0.0	2.0	0.0	1.1	3.7	2.4	1.6	2.2
Summer job	29.0	11.6	24.8	34.9	32.0	19.5	25.5	36.6	16.9	19.9	23.4
Part-time job during session	1.6	0.8	1.4	0.0	0.0	0.0	0.0	3.7	2.4	1.0	1.9
Spouse's job	8.7	6.6	8.2	2.3	10.0	9.8	10.6	2.4	10.8	9.4	8.3
Full-time job while studying	3.4	5.0	3.8	2.3	2.0	0.0	1.1	3.7	3.6	5.8	4.7
Savings	7.9	9.9	8.4	9.3	10.0	19.5	13.8	1.2	6.0	9.9	6.9
Investments	0.3	0.8	0.4	0.0	0.0	0.0	0.0	1.2	0.0	0.5	0.6
Aid from family	5.0	15.7	7.6	7.0	10.0	9.8	9.6	7.3	9.6	6.3	7.2
Loans from family or friends	0.3	0.8	0.4	0.0	0.0	0.0	0.0	1.2	0.0	0.0	0.6
Government loans (excluding Canada Student Loan)	1.6	0.8	1.6	2.3	0.0	0.0	0.0	1.2	2.4	1.6	1.9
Canada Student Loan	12.1	16.5	13.2	0.0	2.0	2.4	2.1	15.9	22.9	16.2	17.6
Government salary paid to students	4.0	4.1	4.0	0.0	2.0	2.4	2.1	0.0	7.2	6.3	5.0
Other	1.1	0.8	1.0	0.0	0.0	4.9	2.1	0.0	0.0	1.6	0.8
How much were you in debt when you received your M.U.N. degree? (41)											
No debts	36.7	47.1	39.2	60.5	62.0	41.5	51.1	34.1	33.7	33.5	33.6

TABLE 22 (cont'd)

The Costs Associated with University Attendance
by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Under $500	10.8	10.7	10.8	16.3	10.0	12.2	10.6	8.5	8.4	12.0	10.2
$500 - $999	12.4	14.9	13.0	2.3	14.0	19.5	16.0	12.2	10.8	15.2	13.5
$1000 - $1,499	10.3	12.4	10.8	4.7	6.0	9.8	7.4	11.0	15.7	12.0	12.4
$1,500 - $1,999	8.7	2.5	7.2	9.3	4.0	2.4	4.3	9.8	1.2	9.9	7.7
$2,000 - $2,499	9.0	5.0	8.0	0.0	2.0	4.9	3.2	12.2	15.7	7.3	10.2
$2,500 - $2,999	4.2	4.1	4.2	0.0	0.0	4.9	2.1	6.1	4.8	4.7	5.2
$3,000 - $3,999	2.6	1.7	2.4	4.7	0.0	0.0	0.0	2.4	2.4	2.1	2.8
over $4,000	4.0	1.7	3.4	2.3	0.0	4.9	2.1	2.4	7.2	2.6	3.9
Percentage indicating that if there had been an increase of $300 in educational expenses (not including room and board) they would have obtained "all of it" or "some of it" from: (40)											
Parents	49.1	57.0	51.0	53.5	66.0	58.6	61.7	52.4	47.0	46.0	47.9
Summer earnings	67.1	57.0	64.6	72.1	68.0	66.3	67.0	64.6	56.6	64.4	63.1
Working during school year	30.1	26.4	29.2	37.2	14.0	34.1	23.4	34.1	24.5	28.8	29.8
Borrowing	61.0	43.0	56.6	46.5	40.0	63.4	51.1	56.1	51.8	63.3	59.2
Living on less money	69.6	56.2	66.4	65.1	64.0	63.4	62.8	80.5	66.2	62.8	67.5
Taking less expensive post-secondary education	5.5	5.0	5.4	2.3	2.0	4.9	3.2	1.2	2.4	10.5	6.3
Scholarship aid	9.7	10.7	10.0	14.0	6.0	2.4	5.3	17.2	9.6	10.0	10.7
Would quit school	4.8	3.3	4.4	0.0	4.0	4.9	4.4	3.6	2.4	6.8	5.0

TABLE 23

Preferences in Student Housing Accommodation
by Sex and Year of Graduation
(Percentage Distribution)

Item Description & Questionnaire Number	Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
During the academic year at M.U.N. where did you live most of the time? (42,a)											
University residence	20.1	21.5	20.4	0.0	14.0	24.4	18.1	18.3	19.3	26.2	23.4
A boarding house or rented room	37.5	12.4	31.4	62.8	40.0	46.3	41.5	23.2	25.3	26.7	25.1
Apartment (not with parents or relatives)	10.6	9.1	10.2	4.7	6.0	2.4	5.3	12.2	12.0	12.0	12.1
At home with parents	24.3	42.1	28.6	25.6	40.0	17.1	29.8	40.2	31.3	23.0	28.7
With relatives	4.2	5.0	4.4	7.0	0.0	4.9	2.1	2.4	3.6	5.8	4.7
Other	2.4	9.1	4.0	0.0	0.0	4.9	2.1	1.2	8.4	5.2	5.0
During the academic year at M.U.N. where would you have preferred to live? (42,b)											
University residence	33.0	20.7	30.0	41.9	34.0	34.1	33.0	19.5	20.5	33.5	27.8
A boarding house or rented room	12.4	3.3	10.2	11.6	10.0	19.5	13.8	13.4	10.8	6.8	9.1
Apartment (not with parents or relatives)	24.0	25.6	24.4	14.0	22.0	12.2	18.1	35.4	27.7	24.6	27.3
At home with parents	19.5	32.2	22.6	18.6	32.0	14.6	24.5	24.4	24.1	21.5	22.6
With relatives	2.4	2.5	2.4	2.3	0.0	2.4	1.1	0.0	2.4	3.7	2.8
Other	3.2	7.4	4.2	0.0	0.0	7.3	3.2	2.4	7.2	4.7	5.0

TABLE 24

The Primary Work Orientations of M.U.N. Graduates by Sex and Year of Graduation (Percentage Distribution)

Item Description & Questionnaire Number	All Graduates			1970 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Percentage Agreeing Strongly or with Reservations (46: 1, 4, 7, 10, 13, 17)											
My work is more satisfying to me than the time I spend around the house	67.2	77.6	69.8	72.1	62.0	65.9	62.8	63.4	68.7	76.5	71.3
If I inherited so much money that I didn't have to work I'd still work at the same thing I am doing now	63.6	71.9	65.6	76.7	68.0	58.5	62.7	67.1	60.2	66.5	65.0
Some of my main interests and pleasures in life are connected with my work	75.7	69.4	74.2	88.4	74.0	73.2	73.4	70.7	72.3	73.3	72.8
The work I do is one of the most satifsying parts of my life	74.4	80.2	75.8	81.4	80.0	68.3	73.4	70.7	74.7	77.5	75.7
I enjoy my spare-time activities much more than my work	41.4	27.3	38.0	18.6	40.0	46.4	41.5	46.3	42.1	36.2	39.4
Getting ahead is one of the most important things in life to me	34.3	19.9	30.8	25.6	30.0	31.7	29.8	40.3	26.5	30.4	31.7

TABLE 25

The Material Orientations of M.U.N. Graduates
by Sex and Year of Graduation
(Percentage Distribution)

Item Description & Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Percentage Agreeing strongly or with Reservations: (46 2,5,8,11,14,16)											
It is extremely important to me to have a higher income	71.8	52.9	67.2	58.1	66.0	63.5	64.9	68.3	63.9	72.3	68.9
I spend a lot of time thinking about how to improve my chances for getting ahead	53.0	33.0	48.2	30.2	38.0	51.2	44.7	56.1	47.0	50.3	51.2
Getting money and material things out of life is very important to me	49.3	34.7	45.8	37.2	40.0	48.8	43.6	45.1	44.6	49.2	47.3
It is important to me to own material things such as a home, car, or clothing, which are at least as good as those of my neighbours and friends	52.2	45.5	50.6	51.2	44.0	61.0	51.0	40.3	39.7	58.6	50.4

TABLE 25 cont'd

Item Description & Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
I am anxious to get much further ahead	57.0	37.2	52.2	34.9	54.0	51.2	53.2	63.4	45.8	53.9	54.0
To me my work is just a way of making money	19.6	10.0	17.2	14.0	12.0	19.5	16.0	21.9	15.6	17.2	17.9

TABLE 26

The Subjective Achievement Satisfactions of MUN Graduates, by Sex and Year of Graduation (Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Percentage Agreeing Strongly or With Reservations (46:3, 6, 9, 12, 15, 18, 19, 20, 21)											
I feel that I have had very good financial breaks	69.7	68.6	69.4	74.4	84.0	75.6	79.8	69.5	66.3	64.9	66.1
I would be satisfied if a child of mine when he reaches my age, is in the same kind of work I am now in	74.9	75.2	75.0	88.4	90.0	63.4	76.6	67.1	71.1	77.5	73.0
I feel that my present financial situation is very good	73.1	79.3	74.6	76.7	86.0	87.8	86.1	59.8	63.9	80.2	71.3
I would be satisfied if my children received the same amount of education as I have	81.5	75.2	80.0	62.8	90.0	75.6	82.0	80.5	83.1	81.6	81.6

TABLE 26 (cont'd)

The Subjective Achievement Satisfactions of MUN Graduates, by Sex and Year of Graduation (Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Edcuation Applied Fields	Total	Science	Sciences	Education Applied Fields	Total
I am pretty well satisfied with the chances for getting ahead in my present work	71.5	69.4	71.0	74.4	74.0	73.1	72.3	73.2	71.1	69.1	70.3
I have sometimes regretted going into the kind of work I am now in	43.8	41.3	43.2	34.9	32.0	51.2	40.4	40.2	41.0	49.2	44.9
I would be satisfied if my children when they reach my age have the same income and live in the same way as I	61.0	60.3	60.8	60.5	82.0	63.4	72.4	61.0	55.4	57.6	57.9
On the whole, my financial future looks very good	86.9	87.6	87.0	90.7	94.0	87.8	90.4	86.5	85.5	85.9	85.6
There are many times when I have had to deny myself and my family things we would like because of our income	48.6	33.8	45.0	32.6	48.0	46.3	47.9	42.7	47.0	46.6	45.8

TABLE 27

The Job Satisfaction of M.U.N. Graduates
by Sex and Year of Graduation
(Percentage Distribution)

Item Description & Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Percentage Agreeing Strongly or with Reservations (46: 23-26)											
My undergraduate education was an essential prerequisite for the kind of job I now hold	78.9	69.4	76.6	76.7	82.0	73.2	76.6	68.3	74.7	80.2	76.6
My undergraduate education has proven to be very useful to me in the actual performance of my present job	76.5	66.1	74.0	83.7	84.0	73.2	78.7	75.6	69.9	71.7	71.6
My present job could be done as well, if not better, by someone with a different educational background than mine	39.9	43.8	40.8	32.6	34.0	41.5	37.2	40.2	42.1	43.5	42.7
I was given a great deal of responsibility in my first job after completing my M.U.N. degree	63.6	69.4	65.0	67.4	68.0	68.3	67.0	58.5	61.5	67.5	64.2
To me the satisfaction I derive from my work is indispensible to my overall life happiness	73.1	67.8	71.8	76.7	80.0	73.2	76.6	71.9	67.4	70.7	69.9

TABLE 28

The Expected Long-Run Careers of M.U.N. Graduates
by Sex and Year of Graduation
(Percentage Distribution)

Item Description & Questionnaire Number	All Graduates			1970	1965 Graduates			1970 Graduates			
	Men	Women	Total	Graduates	Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Physician or Surgeon	2.1	0.8	1.8	2.3	2.0	2.4	2.1	4.9	1.2	0.5	1.7
Dentist	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nurse	0.0	1.7	0.4	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.6
Therapist, Lab Technician	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Home economist or dietitian	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Pharmacist, Optometrist	0.5	0.0	0.4	0.0	0.0	0.0	0.0	2.4	0.0	0.0	0.6
Other medical and health professions	0.3	0.8	0.4	0.0	4.0	0.0	0.0	2.4	0.0	0.0	0.6
Lawyer	1.6	0.8	1.4	0.0	4.0	0.0	2.1	0.0	4.8	0.5	1.4
Public administrator official	3.2	0.0	2.4	9.3	0.0	0.0	2.1	3.7	3.6	0.0	1.7
Military service (officer)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Military service (N.C.O.)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Police	0.5	0.0	0.4	0.0	0.0	0.0	0.0	1.2	0.0	0.5	0.6
Librarian	0.3	2.5	0.8	0.0	0.0	0.0	0.0	1.2	1.2	1.0	1.1
Social Worker	1.3	4.1	2.0	0.0	0.0	0.0	0.0	1.2	8.4	1.0	2.8
Counsellor	1.1	7.4	2.6	0.0	4.0	0.0	2.1	1.2	1.2	4.7	3.0
Clergy	1.1	0.0	0.8	0.0	0.0	0.0	0.0	0.0	3.6	0.5	1.1
Other Public and Social Services	0.8	1.7	1.0	2.3	0.0	2.4	1.1	1.2	1.2	0.5	0.8
Architect, Designer, City Planner	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Artist, Actor Musician	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 28 cont'd

Item Description & Questionnaire Number	All Graduates			1970 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Writer, Journalist	0.5	1.7	0.8	0.0	2.0	0.0	1.1	0.0	3.6	0.0	0.8
Other Design, Arts and Writing	0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.0	1.2	0.0	0.3
Teacher, elementary	5.3	21.5	9.2	2.3	0.0	2.4	2.1	1.2	8.4	17.3	11.8
Teacher secondary	14.5	13.2	14.2	7.0	0.0	26.8	11.7	7.3	10.8	22.0	15.7
College Teacher, Professor	6.6	2.5	5.6	9.3	14.0	7.3	10.6	4.9	4.8	2.6	3.9
Education Administrator	12.7	4.1	10.6	30.2	8.0	19.5	12.8	0.0	7.2	11.0	7.7
Other Education	3.4	5.0	3.8	2.3	4.0	7.3	5.3	0.0	1.2	6.3	3.6
Engineer	5.8	0.0	4.4	4.7	12.0	0.0	6.4	15.9	0.0	0.5	3.9
Scientific Technician, Programmer	0.8	0.0	0.6	0.0	0.0	0.0	1.1	0.0	1.2	0.5	0.6
Scientist, researcher	3.7	1.7	3.2	0.0	8.0	0.0	4.3	11.0	2.4	0.5	3.3
Business Executive, official	5.0	0.8	4.0	0.0	8.0	4.9	6.4	4.9	4.8	3.1	3.9
Accountant	1.3	0.0	1.0	0.0	2.0	0.0	1.1	0.0	0.0	2.1	1.1
Secretary, Clerk	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Salesmen or Buyer	0.3	0.0	0.2	0.0	0.0	0.0	0.0	1.2	0.0	0.0	0.3
Other/Business Industry	0.8	0.8	0.8	0.0	2.0	2.4	2.1	1.2	0.0	0.5	0.6
Farmer	0.0	0.8	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.3
Ship's Captain or Officer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Skilled worker, craftsman	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fisherman	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Foreman, Inspector	0.3	0.0	0.2	2.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Semi-skilled worker	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Housewife	0.0	8.3	2.0	7.0	2.0	0.0	1.1	0.0	3.6	1.0	1.7
None	0.5	0.8	0.4	0.0	0.0	0.0	0.0	1.2	0.0	0.5	0.6

TABLE 29

The Careers Most Preferred by M.U.N. Graduates
by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Humanities Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Physician or surgeon	9.8	4.1	8.4	7.0	10.0	9.8	9.6	14.6	7.2	6.3	8.3
Dentist	0.3	0.0	0.2	0.0	0.0	0.0	0.0	1.2	0.0	0.0	0.3
Nurse	0.3	1.7	0.6	0.0	0.0	2.4	1.1	0.0	0.0	1.0	0.6
Therapist, Lab technician	0.3	0.0	0.2	0.0	0.0	2.4	1.1	0.0	0.0	0.0	0.0
Home economist, dietician	0.0	0.8	0.2	2.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Pharmacist, optometrist	1.1	0.0	0.8	0.0	0.0	0.0	0.0	2.4	1.2	0.5	1.1
Other medical, health professions	0.8	1.7	1.0	0.0	0.0	2.4	1.1	2.4	2.4	0.0	1.1
Lawyer	6.1	3.3	5.4	14.0	8.0	4.9	6.4	1.2	4.8	4.7	4.1
Public administrator, official	1.1	0.8	1.0	0.0	2.0	4.9	3.2	1.2	1.2	0.0	0.6
Military service (officer)	0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.3
Military service (N.L.D.)?	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Police	0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.3
Librarian	0.8	4.1	1.6	2.3	0.0	0.0	0.0	1.2	2.4	2.1	1.9
Social Worker	0.5	3.3	1.2	0.0	0.0	0.0	0.0	0.0	6.0	0.5	1.7
Counselor	2.4	5.8	3.2	2.3	2.0	2.4	2.1	1.2	4.8	4.2	3.6
Clergy	1.1	0.8	1.0	0.0	0.0	2.4	1.1	0.0	1.2	1.0	1.1
Other public, social services	0.8	1.7	1.0	2.3	2.0	0.0	1.1	1.2	0.0	1.0	0.8
Architect, designer, city planner	1.1	0.8	1.0	0.0	2.0	0.0	2.1	1.2	2.4	0.0	0.8
Artist, actor, musician	1.1	1.7	1.2	0.0	4.0	0.0	2.1	1.2	1.2	1.0	1.1

TABLE 29 (cont'd)

The Careers Most Preferred by M.U.N. Graduates
by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Writer, journalist	2.9	1.7	2.6	0.0	2.0	4.9	3.2	2.4	6.0	1.6	2.8
Other design, arts & writing	0.3	2.5	0.8	0.0	0.0	2.4	1.1	0.0	1.2	1.0	0.8
Teacher, elementary	2.4	12.4	4.8	4.7	0.0	0.0	1.1	0.0	2.4	9.4	5.8
Teacher, secondary	5.3	6.6	5.6	4.7	0.0	4.9	2.1	2.4	3.6	9.9	6.6
College teacher, professor	5.8	6.6	6.0	7.0	14.0	2.4	8.5	3.7	8.4	4.2	5.2
Educational Administration	6.3	5.8	6.2	16.3	2.0	9.8	5.3	0.0	3.6	7.9	5.2
Other education	2.1	3.3	2.4	2.3	4.0	4.9	4.3	0.0	0.0	3.7	1.9
Engineer	6.6	0.8	5.2	2.3	10.0	0.0	5.3	14.6	0.0	4.2	5.5
Scientific Technician, Programmer	0.5	0.0	0.4	0.0	0.0	0.0	0.0	0.0	1.2	0.5	0.6
Scientist, researcher	5.3	1.7	4.4	4.7	6.0	2.4	4.3	14.6	2.4	1.0	4.4
Business executive, official	6.1	1.7	5.0	2.3	8.0	9.8	8.5	2.4	4.8	5.2	4.4
Accountant	0.8	0.8	0.8	0.0	2.0	0.0	1.1	0.0	0.0	1.6	0.8
Secretary, clerk	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Salesman or buyer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other/business, industry	0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.0	1.2	0.0	0.3
Farmer	0.8	0.8	0.8	0.0	2.0	0.0	1.1	1.2	0.0	1.0	0.8
Ship's captain or officer	0.5	0.8	0.6	0.0	0.0	2.4	1.1	0.0	1.2	0.5	0.6
Skilled worker, craftsman	0.5	0.8	0.6	0.0	0.0	2.4	1.1	0.0	0.0	1.0	0.6
Fisherman	0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.3
Foreman, inspector	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Semi-skilled worker	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Labourer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Housewife	0.0	4.1	1.0	2.3	0.0	0.0	0.0	0.0	2.4	1.0	1.1
None	1.6	0.8	1.4	0.0	0.0	2.4	1.1	2.4	0.0	2.1	1.7

TABLE 30

The Employment Patterns of M.U.N. Graduates by
Sex and Year of Graduation
(Percentage Distribution)

Item Description & Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Percentage Indicating that the Item was a Factor in Changing First Job after M.U.N. graduation (50, a)											
Fired	0.8	0.0	0.6	2.3	0.0	0.0	0.0	0.0	1.2	0.0	0.6
Laid off	0.8	1.7	1.0	2.3	2.0	0.0	1.1	1.2	1.2	0.5	0.9
Asked by employer directly or indirectly) to resign	1.6	2.5	1.8	2.3	0.0	2.4	1.1	0.0	3.6	1.5	2.0
Dissatisfied with type of work or opportunity to enter more appealing work	13.7	15.7	14.2	16.3	26.0	17.1	22.4	14.6	18.1	7.9	11.9
Dissatisfied with salary, or opportunity to earn more	13.7	6.7	12.0	16.3	24.0	9.7	18.1	11.0	14.4	7.4	9.9
Dissatisfied with the general situation and conditions of job but not with work performed	16.6	17.4	16.8	27.9	16.0	12.2	14.9	13.4	18.1	16.2	16.0
Dissatisfied with the community where job located	12.1	19.0	13.8	25.6	12.0	12.2	11.7	1.2	14.4	17.2	13.0
Transfer or promotion with the same employer	9.7	9.9	9.8	14.0	14.0	19.5	16.0	6.1	10.8	6.8	7.7

TABLE 30 cont'd

Item Description & Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Promotion in same line of work	11.1	8.3	10.4	18.6	8.0	14.7	11.7	8.6	6.0	9.9	9.1
Desire to travel	5.8	10.7	7.0	11.6	4.0	4.9	4.2	3.6	12.0	6.8	7.1
Family reasons	7.1	12.4	8.4	11.6	6.0	12.2	8.5	3.7	10.8	7.9	8.0
No desire to work	1.1	0.0	0.8	2.3	0.0	2.4	1.1	0.0	1.2	0.5	0.6
Other Reason	16.1	19.0	16.8	30.3	24.0	19.5	21.3	15.9	12.0	14.7	14.0
Percentage Indicating that the Item was the Major Factor in Changing First Job after Graduation (50a, 1)											
Fired	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Laid off	0.3	1.7	0.6	0.0	2.0	0.0	1.1	1.2	0.0	0.5	0.6
Asked by employer (directly or indirectly) to resign	0.5	0.0	0.4	0.0	0.0	0.0	0.0	0.0	1.2	0.5	0.6
Dissatisfied with type of work, or opportunity to enter more appealing type of work	5.0	5.0	5.0	2.3	12.0	7.3	9.6	7.3	4.8	2.6	4.1
Dissatisfied with salary, or opportunity to earn more	4.7	0.8	3.8	4.7	4.0	2.4	4.3	4.9	2.4	3.7	3.6
Dissatisfied with the general situation and conditions of job but not with work performed	6.3	6.6	6.4	11.6	8.0	2.4	5.3	6.1	4.8	6.8	6.1

TABLE 30 cont'd

Item Description & Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Dissatisfied with the community where the job located, or job located in more appealing community	3.7	6.6	4.4	7.0	8.0	2.4	5.3	0.0	4.8	5.2	3.9
Transfer or promotion with the same employer	8.7	7.4	8.4	9.3	12.0	17.1	13.8	6.1	9.6	5.8	6.9
Promotion in same line of work	5.8	2.5	5.0	18.6	4.0	9.8	6.4	3.7	1.2	3.1	3.0
Desire to travel	1.3	4.1	2.0	2.3	0.0	4.9	2.1	1.2	2.4	2.1	1.9
Family reasons	1.3	9.1	3.2	0.0	2.0	4.9	3.2	0.0	8.4	2.1	3.6
No desire to work	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other reason	8.7	12.4	9.6	14.0	16.0	7.3	11.7	11.0	7.2	8.4	8.5
Percentage Indicating that the Item was a Factor in the Most Recent Job Change (50,b)											
Fired	0.6	0.0	0.4	0.0	0.0	0.0	0.0	1.2	0.0	0.5	0.6
Laid off	0.6	0.0	0.4	0.0	2.0	0.0	1.1	0.0	0.0	0.5	0.3
Asked by employer (directly or indirectly) to resign	0.6	0.0	0.4	0.0	0.0	0.0	0.0	0.0	1.2	0.5	0.6
Dissatisfied with the type of work, or opportunity to enter more appealing work.	6.6	7.5	6.8	9.3	24.0	9.8	17.0	2.4	6.0	3.1	3.9

TABLE 30 Cont'd

Item Description & Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Dissatisfied with salary or opportunity to earn more	6.4	6.7	6.4	7.0	18.0	14.6	16.0	0.0	4.8	5.2	3.9
Dissatisfied with the general situation and conditions of job but not with work performed	10.8	14.1	11.6	16.3	20.0	22.0	21.2	4.9	9.6	9.5	8.5
Dissatisfied with the community where job located, or job located in more appealing community	6.1	12.4	7.6	20.9	4.0	2.4	3.2	2.4	4.8	9.9	7.2
Transfer or promotion with the same employer	9.7	9.9	9.8	23.2	10.0	7.3	8.5	4.9	8.4	10.0	8.6
Promotion in same line of work	11.6	7.5	10.6	23.3	10.0	19.5	14.9	8.6	8.4	6.8	8.0
Desire to travel	2.6	2.5	2.6	2.3	2.0	4.8	3.2	1.2	6.0	1.6	2.5
Family reasons	4.0	12.4	6.0	9.3	2.0	9.8	5.3	1.2	2.4	8.4	5.8
No desire to work	0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.3
Other reason	10.8	10.8	10.8	16.3	16.0	14.7	14.9	12.2	9.6	7.9	9.1
Percentage Indicating that the Item was the Major Factor in Most Recent Job Change (50,b,1)											
Fired	0.3	0.0	0.2	0.0	0.0	0.0	0.0	1.2	0.0	0.0	0.3
Laid off	0.3	0.0	0.2	0.0	2.0	0.0	1.1	0.0	0.0	0.0	0.0
Asked by employer (directly or indirectly) to resign	0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.0	1.2	0.0	0.3

TABLE 30 cont'd

Item Description & Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Dissatisfaction with type of work, or opportunity to enter more appealing work	2.9	5.0	3.4	2.3	16.0	4.9	10.6	2.4	2.4	1.0	1.7
Dissatisfied with salary, or opportunity to earn more	1.1	1.7	1.2	0.0	6.0	2.4	4.3	0.0	0.0	1.0	0.6
Dissatisiified with the general situation and conditions of job, but not with the work performed	4.5	5.8	4.8	7.0	10.0	12.2	10.6	1.2	3.6	3.7	3.0
Dissatisfaction with the community where job located, or job located in more appealing community	3.2	5.8	3.8	9.3	2.0	2.4	2.1	0.0	1.2	6.3	3.6
Transfer or promotion with the same employer	8.4	6.6	8.0	20.9	10.0	2.4	6.4	3.7	7.2	7.9	6.9
Promotion in same line of work	6.3	2.5	5.4	14.0	2.0	19.5	10.6	4.9	3.6	1.6	3.0
Desire to travel	0.5	0.0	0.4	0.0	0.0	2.4	1.1	0.0	1.2	0.0	0.3
Family reasons	1.3	6.6	2.6	4.7	0.0	4.9	2.1	0.0	2.4	3.1	2.5
No desire to work	0.3	0.8	0.4	2.3	0.0	0.0	0.0	0.0	0.0	0.5	0.3
Other reason	6.1	5.0	5.8	9.3	6.0	4.9	5.3	7.3	7.2	4.2	5.5

133

Table 31. The Methods Used in Obtaining Employment by M.U.N. Graduates, by Sex and Year of Graduation (Percentage Distribution)

Item Description and Questionnaire Number	All Graduates				1965 Graduates			1970 Graduates			
	Men	Women	Total	1960 Graduates	Arts & Science	Edcua. Applied Fields	Total	Science	Humanities, Social Sciences	Educa. Applied Fields	Total
Percentage Indicating that they used the Method in Obtaining their First Job after Graduation (48, a)											
Initial contact through family friends or relatives	11.9	9.9	11.4	9.3	18.0	4.9	12.8	14.6	10.8	9.9	11.3
Initial contact through colleagues or contacts in the field	16.9	23.1	18.4	16.3	30.0	12.2	22.3	28.6	16.9	14.1	17.6
Canada Manpower Centre	3.4	5.0	3.8	2.3	8.0	2.4	5.3	6.1	4.8	1.6	3.6
Private Employment Agency	1.3	0.8	1.2	2.3	2.0	2.4	2.1	2.4	1.2	0.0	0.8
Campus Placement Service or On-campus Recruiting	18.7	12.4	17.2	2.3	20.0	17.1	18.1	25.6	10.8	19.9	18.7
Newspapers or other Advertisements in local papers	11.1	14.9	12.0	16.3	12.0	9.8	10.6	8.5	21.7	8.4	11.8
Newspaper or other Advertisements in papers outside locality	2.1	3.3	2.4	2.3	2.0	4.9	5.2	1.2	3.6	2.1	2.4
Approaching employers in your area	12.4	20.7	14.0	9.3	12.0	7.3	9.6	15.9	19.3	15.2	16.3
Approaching employers outside your area	4.0	2.5	3.6	4.7	2.0	2.4	2.1	2.4	7.2	3.1	3.9
Write letters of application	38.8	42.1	39.6	32.6	40.0	51.2	44.7	31.7	41.0	40.8	39.1
Promotion with same employer	1.6	0.8	1.4	4.7	2.0	0.0	1.1	1.2	1.2	1.0	1.1
Continued in previous occupation	6.9	7.4	7.0	7.0	0.0	2.4	2.1	2.4	9.6	10.5	8.3
Other	4.0	3.3	3.8	2.3	8.0	0.0	4.3	1.2	4.8	4.7	3.9

Table 31. Continued

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Educa. Applied Fields	Total	Science	Humanities Social Sciences	Educa. Applied Fields	Total
Percentage Indicating that the Item was THE successful method of obtaining their first job after Graduation (48,a,2)											
Initial contact through family, friends, or relatives	8.7	7.4	8.4	9.3	12.0	4.9	8.5	12.2	6.0	7.3	8.3
Initial contact through colleagues or contacts in the field	12.7	14.9	13.2	14.0	22.0	12.2	18.1	17.1	10.8	10.5	11.8
Canada Manpower Centre	0.5	0.8	0.6	2.3	0.0	0.0	0.0	1.2	0.0	0.5	0.6
Private employment agency	0.5	0.8	0.6	2.3	0.0	2.4	1.1	0.0	1.2	0.0	0.3
Campus placement service or on-campus recruiting	16.1	9.1	14.4	2.3	18.0	17.1	17.0	18.3	7.2	17.8	15.2
Newspaper or other advertisement in local papers	6.6	7.4	6.8	11.6	4.0	4.9	4.3	3.7	13.3	5.2	6.9
Newspaper or other advertisement in papers outside your locality	1.1	1.7	1.2	2.3	0.0	2.4	1.1	0.0	1.2	1.6	1.1
Approaching employers in your area	8.2	14.9	9.8	9.3	6.0	7.3	6.4	9.8	9.6	11.5	10.7
Approaching employers outside your area	1.8	0.0	1.4	2.3	0.0	2.4	1.1	1.2	2.4	1.0	1.6
Write letters of application	25.9	27.3	26.2	27.9	28.0	39.0	31.9	17.1	27.7	25.7	24.5
Promotion with same employer	1.1	0.0	0.8	4.7	2.0	0.0	1.1	1.2	0.0	0.0	0.3
Continued in previous occupation	5.5	6.6	5.8	7.0	0.0	2.4	2.1	2.4	7.2	8.4	6.6
Other	3.7	0.8	3.0	0.0	8.0	0.0	4.3	1.2	2.4	4.2	3.0

Table 31. Continued

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Educa. Applied Fields	Total	Science	Humanities, Social Sciences	Educa. Applied Fields	Total
Percentage Indicating that the Method of Looking for a Job was of highest order of Importance (48,b)											
Through family, friends or relatives	5.3	4.1	5.0	11.6	12.0	4.9	8.5	1.2	3.6	4.2	3.3
Colleagues or contacts in the field	18.5	21.5	19.2	20.9	26.0	22.0	25.5	22.0	19.3	15.2	17.4
Canada Manpower Centre	2.4	0.8	2.0	0.0	0.0	0.0	0.0	3.7	2.4	2.6	2.8
Private employment agency	0.0	0.8	0.2	0.0	0.0	0.0	0.0	0.0	1.2	0.0	0.3
Campus placement service or on-campus recruiting	14.2	8.3	12.8	7.0	24.0	12.2	18.1	14.6	3.6	15.2	12.1
Newspaper or other advertisement in local papers	5.3	8.3	6.0	7.0	2.0	2.4	2.1	3.7	8.4	6.8	6.9
Newspaper or other advertisement in papers outside your locality	1.8	0.0	1.4	2.3	2.0	0.0	1.1	0.0	2.4	1.6	1.4
Approaching employers in your area	9.5	14.9	10.8	7.0	4.0	9.8	6.4	9.8	10.8	13.6	12.4
Approaching employers outside your locality	2.1	2.5	2.2	4.7	0.0	0.0	0.0	2.4	3.6	2.1	2.5
Write letters of application	26.4	22.3	25.4	32.6	24.0	39.0	28.7	18.3	21.7	26.2	23.7
Other	1.3	1.7	1.4	0.0	0.0	2.4	1.1	2.4	3.6	0.5	1.7

TABLE 32

The Incomes of M.U.N. Graduates by Sex and Year of Graduation (Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Science	Education Applied Fields	Total
Income in First Job After Graduation (49, 1)											
Below $5,000	28.8	33.1	29.8	67.4	32.0	48.8	39.4	24.4	20.5	22.0	22.9
$5,000 - $5,999	18.2	16.5	17.8	20.9	22.0	31.7	25.5	15.9	14.5	16.2	15.4
$6,000 - $6,999	20.1	22.3	20.6	4.7	18.0	12.2	16.0	15.9	20.5	28.3	23.7
$7,000 - $9,999	20.6	19.8	20.4	2.3	18.0	2.4	10.6	23.2	26.5	25.7	25.1
$10,000 - $11,999	1.8	0.8	1.6	2.3	2.0	4.9	3.2	2.4	1.2	0.5	1.1
$12,000 - $13,999	0.3	0.8	0.4	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.6
$14,000 - $16,999	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
$17,000 - $19,999	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
$20,000 - $24,999	0.5	0.0	0.4	0.0	4.0	0.0	2.1	0.0	0.0	0.0	0.0
$25,000 and over	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Income in Present Job (1972) (49,3)											
Below $5,000	2.1	5.8	3.0	0.0	2.0	2.4	2.1	6.1	4.8	1.0	3.6
$5,000 - $5,999	1.6	4.1	2.2	0.0	2.0	0.0	1.1	1.2	4.8	2.6	2.8
$6,000 - $6,999	4.2	7.4	5.0	0.0	0.0	2.4	1.1	14.6	3.6	4.7	6.6
$7,000 - $9,999	27.7	41.3	31.0	4.7	10.0	9.8	11.7	31.7	24.1	49.2	39.1
$10,000 - $11,999	20.1	19.0	19.8	23.3	22.0	39.0	28.7	8.5	22.9	18.8	17.1
$12,000 - $13,999	14.2	2.5	11.4	20.9	28.0	19.5	23.4	6.1	12.0	5.2	7.2
$14,000 - $16,999	8.7	0.8	6.8	27.9	18.0	14.6	16.0	0.0	0.0	3.1	1.9
$17,000 - $19,999	0.8	0.8	0.8	2.3	6.0	0.0	3.2	0.0	0.0	0.0	0.0
$20,000 - $24,999	1.1	0.0	0.8	4.7	0.0	0.0	0.0	0.0	1.2	0.0	0.6
$25,000 and over	0.5	0.0	0.4	0.0	2.0	0.0	1.1	0.0	1.2	0.0	0.3

Table 33. The Unemployment Patterns of M.U.N. Graduates by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Educa. Applied Fields	Total	Science	Humanities Social Science	Educa. Applied Fields	Total
Immediately following graduation (51, a)											
Never unemployed or unemployed for less than one month	65.7	66.9	66.0	76.7	60.0	78.0	67.0	59.8	60.2	68.6	64.5
Unemployed over one month but less than three	7.9	8.3	8.0	0.0	14.0	4.9	9.6	9.8	7.2	7.9	8.5
Unemployed over three months but less than six	3.2	2.5	3.0	4.7	2.0	2.4	2.1	3.7	3.6	2.6	3.0
Unemployed for six months or more	1.3	0.8	1.2	2.3	2.0	2.4	2.1	1.2	2.4	0.0	0.8
First Period of Unemployment (51)											
Unemployed over one month but less than three	4.0	12.4	6.0	4.7	14.0	0.0	7.4	4.9	3.6	6.3	5.8
Unemployed over three months but less than six	1.1	0.8	1.0	0.0	2.0	0.0	1.1	1.2	0.0	1.6	1.1
Unemployed for six months or more	1.6	0.8	1.4	0.0	0.0	7.3	3.2	1.2	3.6	0.0	1.1
Second Period of Unemployment (51)											
Unemployed over one month but less than three	1.1	2.5	1.4	2.3	4.0	0.0	2.1	1.2	1.2	1.0	1.1
Unemployed over three months but less than six	0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.3
Unemployed for six months or more	1.1	1.7	1.2	0.0	0.0	4.9	2.1	0.0	3.6	0.5	1.1

Table 33. Continued

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Educa. Applied Fields	Total	Science	Humanities Social Science	Educa. Applied Fields	Total
If more than three periods of unemployment What was the average length of the unemployment period? (51)											
Over one month but less than three	0.8	0.0	0.6	0.0	0.0	0.0	0.0	0.0	1.2	1.0	0.8
Over three months but less than six	0.0	0.8	0.2	0.0	0.0	0.0	0.0	0.0	1.2	0.0	0.3
Over six months	0.5	0.8	0.6	0.0	0.0	4.9	2.1	1.2	0.0	0.0	0.3
How long after losing your last job did you begin to work for another job? (51 b)											
Had no previous job	16.6	11.6	15.4	9.3	16.0	9.8	13.8	17.1	24.1	12.6	16.5
Immediately (before lay-off or one day after lay-off)	6.1	6.6	6.2	7.0	14.0	4.9	9.6	9.8	3.6	3.7	5.2
2 to 14 days after lay-off	1.6	1.7	1.6	2.3	6.0	0.0	3.2	1.2	0.0	1.6	1.1
2 weeks or more after lay-off	1.3	4.1	2.0	0.0	0.0	0.0	0.0	1.2	2.4	3.7	2.8
Did not work - expected to be called back to work	0.8	1.7	1.0	2.3	0.0	0.0	0.0	2.4	0.0	1.0	1.1

Table 33. Continued

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Educa. Applied Fields	Total	Science	Humanities Social Science	Educa. Applied Fields	Total
How many jobs have you held (for more than six months) since you graduated from M.U.N.? (Include both changes of occupation and changes from one job to another in the same organization or occupational field) (52)											
None	9.8	5.8	8.8	4.7	0.0	2.4	1.1	22.0	10.8	7.3	11.3
One	39.1	31.4	37.2	7.0	26.0	24.4	25.5	43.9	38.6	45.5	43.8
Two	21.1	32.2	23.8	20.9	28.0	19.5	23.4	20.7	20.5	27.7	24.2
Three	16.9	21.5	18.0	37.2	28.0	43.9	34.0	7.3	15.7	11.5	11.6
Four	4.5	0.8	3.6	11.6	10.0	4.9	7.4	1.2	1.2	1.6	1.7
Five	2.4	1.7	2.2	14.0	2.0	2.4	2.1	0.0	1.2	1.0	0.8
Six	0.3	0.8	0.4	0.0	0.0	0.0	0.0	0.0	1.2	0.5	0.6
Seven or more	0.3	0.0	0.2	0.0	0.0	0.0	1.1	0.0	0.0	0.0	0.0

TABLE 34

Selected Professional Attitudes Toward Strikes,
Professional Organizations etc. of M.U.N. Graduates
by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960	1965 Graduates			1970 Graduates			
	Men	Women	Total	Graduates	Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Percentage Agreeing Strongly or with Reservations. (22: 4,5)											
I am in frequent communication with people in my own profession outside the province.	31.6	22.3	29.4	41.9	54.0	19.5	39.3	32.9	31.4	19.4	25.3
Many of the highest-paid persons in my profession get where they are by being "operators" rather than by their competence.	51.2	47.1	50.2	16.3	52.0	58.5	54.1	42.7	59.0	55.0	53.5
Are you a Member of a Professional Organization or Union Associated with Your Occupation? (53)											
Yes	84.2	78.5	82.8	97.7	86.0	80.5	83.0	69.5	68.7	91.6	81.0
No	13.2	19.0	14.6	2.3	14.0	17.1	14.9	25.6	25.3	7.3	16.0

TABLE 34 (cont'd)

Item Description and Questionnaire Number	All Graduates			1960	1965 Graduates			1970 Graduates			
	Men	Women	Total	Graduates	Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Do You Feel That There Are Circumstances in Which a Strike Would be a Legitimate Means of Collective Action for the Members of Your Profession? (54)											
Definitely yes	29.0	33.1	30.0	23.3	6.0	34.1	18.1	19.5	24.1	44.5	33.9
Probably yes	30.1	33.9	31.0	32.6	36.0	36.6	35.1	26.8	36.1	28.3	29.8
Probably no	20.3	21.5	20.6	23.3	28.0	17.1	24.5	26.8	14.5	18.3	19.3
Definitely no	17.7	8.3	15.4	20.9	30.0	7.3	19.1	20.7	16.9	8.9	13.8

TABLE 35

Some Post-Graduate Experiences of M.U.N. Graduates by Sex and Year of Graduation (Percentage Distribution)

Item Description and Questionnaire Number	All Graduates				1965 Graduates			1970 Graduates			
	Men	Women	Total	1960 Graduates	Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Percentage Responding "Yes" to the Following Post-Graduate Experiences (44)											
Elected to public office	6.1	4.1	5.6	16.3	4.0	17.1	9.6	2.4	3.6	3.7	3.3
Experienced unemployment	9.2	13.2	10.2	4.7	12.0	0.0	6.4	15.9	13.3	8.9	11.8
Received a major promotion in your job	28.5	14.9	25.2	60.5	36.0	43.9	39.4	14.6	21.7	16.2	17.4
Transferred job (one occupation to another)	13.2	14.0	13.4	14.0	20.0	12.2	16.0	22.0	15.7	7.9	12.7
Transferred jobs (one job to another; same occupation)	38.3	44.6	39.8	62.8	40.0	51.2	45.7	19.5	28.9	45.0	35.5
Never worked	3.2	3.3	3.2	0.0	2.0	0.0	1.1	11.0	4.8	1.0	4.1
Entered graduate school	32.7	22.3	30.2	55.8	48.0	31.7	39.4	28.0	34.9	18.8	24.8
Obtained a higher degree	31.1	13.2	26.8	60.5	52.0	26.8	39.4	23.2	24.1	15.7	19.6
Travelled exclusively outside the province	41.2	50.4	43.4	53.5	58.0	43.9	50.0	34.1	55.4	36.1	40.5
Left the province (temporarily)	39.3	35.5	38.4	55.8	52.0	34.1	42.6	42.7	43.4	28.3	35.3
Joined a service club	19.8	5.8	16.4	34.9	12.0	31.7	20.2	8.5	13.3	13.6	13.2
Joined a golf and/or country club	8.4	12.4	9.4	16.3	22.0	12.2	17.0	2.4	6.0	8.9	6.6
Received substantial increase in income	64.9	43.8	59.8	86.0	82.0	80.5	79.8	43.9	57.8	52.4	51.5

TABLE 35 (cont'd)

Some Post-Graduate Experiences of M.U.N. Graduates by Sex and Year of Graduation (Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Worked in a provincial or federal political campaign	19.8	12.4	18.0	25.6	18.0	24.4	20.2	17.1	22.9	14.1	16.5
Joined a political party	17.2	10.7	15.6	25.6	14.0	34.1	22.3	8.5	15.7	13.1	12.7
Subscribed to political campaign funds	6.9	5.0	6.4	16.3	8.0	7.3	7.4	1.2	8.4	5.2	5.0

TABLE 36

The National Values and Attitudes Toward Some Current Issues of M.U.N. Graduates by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Percentage Agreeing Strongly or with Reservations (22: 26-47)											
"There is not in Canada ... any nobility, any government or corporate power structure, any class perpetuated by inherited wealth"	10.0	14.8	11.2	11.7	8.0	12.2	9.6	6.1	9.6	15.1	11.6
Freedom cannot be achieved within the framework of contemporary Canadian Society	21.4	26.4	22.6	18.6	22.0	24.4	23.4	19.5	20.5	25.1	23.9
What Canada needs is a complete overhaul & restructuring of its basic institutions	46.7	52.9	48.2	44.2	46.0	46.3	46.8	36.5	49.3	52.9	49.0
	51.4	51.2	51.4	41.8	46.0	58.5	52.2	51.2	57.8	50.2	52.3

TABLE 36 (cont'd)

The National Values and Attitudes Toward Some Current Issues of M.U.N. Graduates by Sex and Year of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Even though institutions have worked well in the past, if they are no longer effective they should be destroyed.	51.4	51.2	51.4	41.8	46.0	58.5	52.2	51.2	57.8	50.2	52.3
Radicals of the left are just as much a threat to the rights of the individual as are radicals of the right.	82.8	85.2	83.4	74.4	90.0	85.4	87.3	81.7	86.8	83.3	83.5
Competition encourages excellence.	75.7	65.3	73.2	76.8	80.0	70.7	74.5	75.6	68.7	73.3	72.4
In Canada today disruption is preferable to dialogue for changing our society	19.8	19.1	19.6	14.0	22.0	24.4	22.3	17.1	20.5	21.0	19.6
Sexual behavior bound by mutual feelings is of a higher moral order than that based on formal and legal ties.	64.9	57.8	63.2	44.2	70.0	63.4	65.9	75.6	65.0	59.6	64.7
The courts constitute the proper vehicles for responsible social change	42.7	45.4	43.4	46.5	56.0	24.4	42.5	48.8	37.3	44.5	43.3

TABLE 36 (cont'd)

The National Values and Attitudes Toward Some
Current Issues of M.U.N. Graduates by Sex and Year
of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
The decline in moral standards is a major problem in Canada today.	41.7	37.1	40.6	28.0	44.0	48.8	44.7	30.5	28.9	50.8	41.0
There are too many foreign professors employed in Canadian universities.	68.3	59.5	66.2	60.4	82.0	61.0	72.4	65.9	59.1	68.1	65.3
Undergraduate education in Canada suffers from the uncritical takeover of many of the worst features of U.S. higher education.	69.9	65.3	68.8	58.2	68.0	73.1	69.2	62.2	77.1	70.7	70.0
It is important to me that university appointments be filled by Canadian citizens	64.4	59.5	63.2	41.9	68.0	48.8	58.5	68.3	59.0	69.7	67.0
The sooner the long post-war era of Canada's economic dependence on the United States draws to a close the better.	81.5	82.6	81.8	69.8	86.0	82.9	81.9	87.8	84.4	81.2	83.2

TABLE 36 (cont'd)

The National Values and Attitudes Toward Some Current Issues of M.U.N. Graduates by Sex and Year of Graduation (Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
The Government's October, 1970 decision to invoke an act which could be used to deprive any citizen of his freedom (The War Measures Act) to deal with the Front de Liberation du Quebec was fully justified.	82.8	75.2	81.0	83.7	86.0	87.8	86.2	80.4	71.1	82.2	79.3
The vestiges of monarchial government present in the Canadian constitution have neither relevance nor meaning for Canadians of my generation.	63.4	57.8	62.0	39.6	56.0	53.6	55.3	69.5	74.7	62.3	66.4
The wave of economic nationalism in Canada today is particularly inappropriate at a time when many nations are members of common trade and market communities.	38.0	33.9	37.0	44.2	42.0	46.4	43.6	25.6	37.3	37.2	34.4
Meaningful social change cannot be achieved through traditional Canadian politics.	39.0	43.8	40.2	25.6	32.0	46.3	39.4	26.8	43.4	49.2	42.1

TABLE 36 (cont'd)

The National Values and Attitudes Toward Some
Current Issues of M.U.N. Graduates by Sex and Year
of Graduation
(Percentage Distribution)

Item Description and Questionnaire Number	All Graduates			1960 Graduates	1965 Graduates			1970 Graduates			
	Men	Women	Total		Arts & Science	Education Applied Fields	Total	Science	Humanities Social Sciences	Education Applied Fields	Total
Hippies represent an important criticism of Canadian society.	38.3	43.0	39.4	34.9	34.0	34.2	34.1	33.0	53.0	39.8	41.3
Marijuana should be legalized.	52.8	46.3	51.2	41.9	54.0	48.8	50.0	60.9	67.5	41.9	52.6
Some forms of Communist regime is probably necessary for progress in underdeveloped countries	42.5	33.9	40.4	30.3	44.0	41.5	43.6	50.0	42.2	36.2	40.8
In Canada today there can be no justification for using violence to achieve political goals.	83.7	79.3	82.6	76.8	86.0	85.3	85.1	84.2	80.7	82.2	82.7